

HARMONIZED MODULAR CURRICULUM

PROGRAM: EARLY CHILDHOOD CARE AND EDUCATION

**FOR: BACHELOR OF ART IN EARLY CHILDHOOD CARE AND
EDUCATION**

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This draft nationally harmonized curriculum of the Early Childhood Care and Education program is almost a finalized version with minor revisionary works expected in the future of course. It serves as an official working document as of the year 2009 E.C. And this case has been agreed by all the participant representatives working to this end. The list of members of participants is understated.

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Background

Education is fundamental to all strivings for development that a country makes. It plays vital role in producing qualified, competent, well informed, socially effective individuals that a country needs to work in various sectors. To play such significant roles, education needs to meet quality standards at all levels. As a foundation, one of the strong works to be done in relation to having quality education is what we do at early childhood level. Early childhood learning not only supports the development of cognitive, social, emotional and motivational skills, but also drives later learning and achievement, which in turn contributes to the ‘human capital’ that underpins the economic well-being of the broader community (Bennett, 2011). In realizing this, the quality of early childhood care and education has momentous role.

In recent years, understanding of children’s developmental needs has advanced considerably and according to Bennett (2011), research into children’s development has strengthened the arguments in favor of providing high quality services for children from the earliest age. This is due to the fact that the skills and abilities acquired in early childhood are fundamental to a person’s success and well-being in later life. Global brain research also informs us about the significance of early years for brain development. A positive early childhood provides personal and economic benefits to the individual and also to society. On the other hand, negative experiences in early childhood fundamentally undermine the building blocks on which later achievement relies (Ciolan, 2013; Burger, 2010; Janus & Brinkman, 2010). Hence, quality Early Childhood Care and Education (ECCE) program makes a positive contribution to children’s long-term development (Bennett, 2011). Above all, it is right of children as citizens to get quality care and education services.

The aforementioned discussion clearly implies the need to have qualified early childhood care and education experts. Such experts play significant role in improving the quality of early childhood care and education programs. To this end, nationally, universities have planned to launch undergraduate Degree Program in Early Childhood Care and Education. The program aims at producing graduates with the appropriate knowledge, skills, and attitudes to improve the quality of early childhood care and education practice in the country.

Rationale for the Program

Early childhood is a distinct period in life during which basic changes take place and thus commonly recognized as a foundation for all other stages of human development. The rate of development in these years is more rapid than at any other stages of development. Studies commonly show that experiences during early childhood critically influence the physical, psychological, social and cognitive development of the child. To maximize the potential of the child, therefore, early childhood care and education (ECCE) plays a pivotal role by facilitating an enabling and stimulating environment in this foundation stage of life.

Understanding the decisive role of ECCE for latter development, the Ethiopian government has taken it as one of the priority areas in the Education Sector Development Plan (ESDP V). As clearly indicated in the plan, ECCE is considered as one of the potential inputs to the overall improvement of quality of education and reduction of drop out and repetition rates in later stages of formal schooling. In spite of this fact, so far, the issue of early childhood care and education in Ethiopia did not receive the proper attention and action it deserves.

ECCE in Ethiopia could be regarded as the profession of ‘no man’s land’. The huge gap between ECCE policy and practice in Ethiopia could among other things be due to the lack of trained professionals in the area. Had there been sufficient number of trained professionals in the field, they would have played important role in the development of proper ECCE programs, guidelines and manuals and unrelentingly advocate the rights of children not only as activists and volunteers but as professionals.

To fill the gap in trained human power need of the country in ECCE, therefore, Universities initiated to launch ECCE program at B.A. degree level.

Objectives of the Program

❖ General Objective of the Program

The general objective of the program is to produce graduates in Early Childhood Care and Education who can facilitate child’s development to fullest of their potential and lay the foundation for all round development and lifelong learning.

Specific Objectives of the Program

The specific objectives of the program are to:

- ✚ produce professionals who are able to provide services pertaining to the area of early childhood care and education;
- ✚ equip trainees with the necessary competencies for designing, monitoring and evaluating projects on early childhood care and education issues;
- ✚ enable graduates to organize and run workshops, seminars and short-term training programs on children related issues;
- ✚ train professionals who can carry out research on various psychological, educational, and social issues of children;
- ✚ produce graduates who work as child right advocates;
- ✚ train professionals who can properly work with children from different backgrounds and with diverse needs;
- ✚ produce graduates with the right attitude to care for and educate young children
- ✚ giving professional services to the community

Graduate Profile

After successfully completing the program, graduates will be able to:

- Design, implement, monitor and evaluate projects concerning early childhood care and education;
- Give consultancy services for organizations working with young children and families;
- Work as managers and child care professionals in early childhood care and education institutions;
- Develop practical guides and manuals for practitioners working with children;
- Work with children from different backgrounds and with diverse needs;
- Conduct research on various child related psychological, social, and educational issues etc;
- Carryout program monitoring and evaluation related to ECCE;
- Prepare reading materials that suit for children;
- Evaluate media, program and reading materials designed for children;

- Work as child rights advocates;
- Design and organize workshops, seminars and short term training programs on issues related to early childhood care and education;
- Design and evaluate curriculum for early childhood education;
- Provide guidance and counseling service for children;
- Create and maintain a safe, healthy and creative environment for young children.
- Develop and implement developmentally appropriate curriculum and learning environment to meet children's needs on individual and group basis.
- Establish and manage their own business in ECCE

Professional Profile

The program aims to develop early childhood care and education professionals who can integrate theoretical knowledge into practical care and education skills in the workplace. Once completing the B.A. Degree Program in Early Childhood Care and Education, the graduate will show competency in the following core areas:

1. **Child development and learning.** The graduates will use knowledge of child development and relationships with children and families to understand children as individuals and plan for their unique development by organizing environments which facilitate each child's physical, intellectual, linguistic, cognitive, creative, social, and emotional development and learning through play and interactions.
2. **Curriculum development and implementation.** The graduates will design curriculum and activities based on children's ability and interest. Based on an understanding of how children learn, they will design and implement developmentally appropriate learning experiences using a variety of methods and materials to promote each child's development, social cooperation, and meaningful learning.
3. **Family and community partnerships.** The graduates will work with parents, families, and community leaders to support the development and learning of children by engaging each child in meaningful learning experiences in early care and education programs, at home with families, and within the community.
4. **Assessment of children.** The graduates will observe children in their care, and education settings by understanding the strengths and weaknesses of various assessment methods, be able to analyze

and synthesize information about children so as to improve children's development and learning. They will also identify various ways to get to know each child as an individual, including strengths, needs, interests, families and life situation so as to properly address the need of each child.

5. **Professionalism.** The graduates will understand and properly apply professional ethics in working with children, families and other professionals. They will demonstrate understanding of child behaviors and respond in a supportive manner.
6. **Guidance and counseling.** The graduates will provide a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group. They ensure an environment that helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging.
7. **Leadership.** The graduates will demonstrate the ability to organize and operate various types of early childhood care and education programs. They will also design and organize workshops, seminars, short-term training programs issues related with young children.
8. **Research and project management.** The graduates will conduct research on various childhood related issues. They also design, implement, monitor and evaluate projects concerned with children.
9. **Child rights and welfare.** The graduates will work as child rights advocates. They adhere to policies and procedures that promote the welfare of young children.
10. **Material development and use.** The graduates will develop and evaluate books, other materials, and programs for children in developmentally, culturally and morally appropriate manner.

Program philosophy and approach

The philosophy for early childhood care and education program is a community based approach whereby participants of the program (both teachers and students) use the community as a teaching, learning and working environment. This helps to ensure educational relevance to the needs of the community. The program also enables the students to acquire knowledge and develop skills on how to identify and solve practical early childhood care and education related problems in the community.

The program follows community based approach in all the three mandate areas of higher learning institutions in the country: teaching, research and community service. To realize this, the following strategies can be used:

- **Teaching learning**

- Connecting the content being taught in the classroom with the local context
- Making students to learn partly by actively engaging in the community

- **Research**

- Undertaking research that can help to improve the practice of early childhood care and education programs

- **Community service**

- Providing capacity building/professional development training for governmental and nongovernmental organizations working on child related issues
- Working with governmental and non-governmental organizations to improve the practice of early childhood care and education programs
- Promoting the rights and welfare of children through advocacy
- Participating in curriculum and material development for early childhood care and education programs
- Providing quality early childhood care and education service to the community through establishing model early childhood care and education center that can also serve as a learning laboratory.

I. Job Opportunity

Graduates of this program qualify for employment in a variety of settings, including child care institutions, day care centers, preschools, and family home care, private, governmental and nongovernmental organization working on child related matters.

VII. Program Profile

Admission Criteria

❖ Regular program

- ✚ Meeting the criteria set by the Ministry of Education
- ✚ Interest to work with children

❖ Summer, Extension and Distance Programs

- ✚ Diploma in relevant fields and meeting the specific criteria set by the department or
- ✚ Successfully passing the Ethiopian Higher Education Entrance Exam and fulfilling the criteria set by the department
- ✚ Interest to work with children

Graduation Requirement

- CGPA of at least 2.00 at graduation.
- 180 ECTS
- No “F” grade in any course
- A minimum of “C” grade in senior essay

II. Duration of the Program

- ✚ Three years for regular program
- ✚ Five years for summer program
- ✚ Four years for evening program

III. Quality Assurance Mechanism

The key role of higher education is to produce competent and responsible citizens who can contribute to the development of the country. To ensure the quality of this program, therefore, quality assurance process will be carried out at different levels by using the following mechanisms.

- ✚ Organizing or participating in national and international workshops with institutions running similar programs;
- ✚ Providing students with detailed course outlines with time allotted to each chapter of the course and list of references included;
- ✚ Occasionally, testing students with examination samples from foreign universities and other higher institutions to compare the standard of instruction with that of other universities;

- ✚ Periodically reviewing the curriculum;
- ✚ Obtaining feedback from stakeholders (students, teachers, alumni, recruiting organizations);
- ✚ Availing updated text books and reading materials.
- ✚ providing adequate teaching aids per class (LCD, dedicated desktop, white screen, internet connection, and other aids) as needed;
- ✚ Delivering courses by qualified staff;
- ✚ Providing appropriate advisory services;
- ✚ Implementing active learning methods and continuous assessment

Course Code and Number

The course codes for major courses are indicated as ECCE (early childhood care and education) and the number with four digits. The first digit indicates the year level, the next two digits stand for module number and the last digit indicates the sequence of the course in the module.

IV. Degree Nomenclature:

After the successful completion of the requirements of the program, students will be offered Bachelor of Arts Degree in Early Childhood Care and Education

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Mode of Delivery:

The program will be delivered on campus face to face approach and Extension/evening program.

Teaching and Learning Approach:

The learning outcomes detailed above will be achieved through the following teaching methodologies:

Teaching learning methods

Courses will be delivered through the following teaching methods.

- ✓ **Interactive Lectures**- communication of knowledge and ideas between the lecturers and the students.

- ✓ **Problem based learning and Case Studies**- students will work as part of a team and will work together to discuss and evaluate scenarios related to lecture content.
- ✓ **Class Discussion/Debate**- Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills.
- ✓ **Placement**- Students assignments will be linked to their practical experiences on placement.
- ✓ **Self-Directed Independent Learning**- the emphasis on independent learning will develop a strong and autonomous work and learning practices.
- ✓ **Brainstorming**
- ✓ **Classroom exercise/activities**
- ✓ **Field work**

Assessment and Evaluation Mechanism

Continuous Assessment

- ✓ Quizzes
- ✓ Tests
- ✓ Group assignment
- ✓ Individual assignment
- ✓ Participation
- ✓ Written report
- ✓ Presentation
- ✓ Attendance
- ✓ Portfolio
- ✓ Final examination (40%)

Resources

The successful completion of the program demands crucial resources and Facilities. The existing resources and facilities at the department are presented as follows:

Material resource

The department has to establish ECCE centre

GRADING POLICY:

The grading policy is as per the national and University grading policy

GRADING SYSTEM

The standard grading systems set by the Ministry of Education is indicated as follows:

No.	Range	Grade	Points
1.	[90, 100]	A+	4
2.	[85, 90)	A	4
3.	[80, 85)	A-	3.75
4.	[75, 80)	B+	3.5
5.	[70, 75)	B	3.0
6.	[65, 70)	B-	2.75
7.	[60, 65)	C+	2.5
8.	[50, 60)	C	2.0
9.	[45, 50)	C-	1.75
10.	[40, 45)	D	1.0
11.	[30, 40)	Fx	0
12.	[0, 30)	F	0

List of Modules and courses under the modules:

Students are required to take the following numbers of courses to be graduated with BA degree in Early Childhood Care and Education:

- ✓ 34 major area courses
- ✓ 4/four common courses

Module No	Module Name	Module Code	Courses	Course Code	Course ECTS	Module ECTS
01	Fundamentals of Psychology	Psyc_M 1011	Introduction to psychology	Psyc 1011	5	10
			Educational Psychology	Psyc 1012	5	
02	Foundations of ECCE	ECCE_M 1021	Introduction to Early childhood care and education	ECCE 1021	5	11
			Professional Ethics in Early childhood care and education	ECCE 1022	3	
			Early childhood care and education in Ethiopia	ECCE 1023	3	
03	Child development	ECCE_M 1031	Child development I	ECCE 1031	5	24
			Child development II	ECCE 1032	5	
			Cognitive and language development	ECCE 1033	4	
			Play and the young child	ECCE 1034	5	
			Child Psychopathology	ECCE 2035	5	
04	Pedagogical Skills and management of ECCE	ECCE_M 2041	Pedagogy in Early Childhood Education	ECCE 2041	5	35
			Child Assessment and Evaluation	ECCE 2042	5	
			Creative activities and aesthetics for young children	ECCE 2043	5	
			Material development and utilization in early childhood care and education	ECCE 2044	5	
			Leadership and management in ECCE	ECCE 2045	5	
			Curriculum design and development for early childhood education	ECCE 2046	5	
			Early Literacy and numeracy	ECCE 2047	5	
05	Children with Special Education needs	SNE_M 2051	Children with Special needs and inclusive education	SNE 2051	6	6
06	Child welfare and protection	ECCE_M 3061	Child Health, Safety & Nutrition	ECCE 3061	6	30
			Guidance and counseling in Early Childhood	ECCE 2062	5	
			Child risk and management	ECCE 3063	6	
			Child forensic psychology	ECCE 3064	5	
			Alternative Child Care	ECCE 2065	3	
			Child right, protection and welfare	ECCE 3066	5	
		ECCE_M	Practicum I	ECCE 2071	5	18

07	Professional Practices in ECCE	3071	Practicum II	ECCE 3072	5	
			Seminar on Contemporary issues of ECCE	ECCE 3073	3	
			Project planning, monitoring and evaluation	ECCE 3074	5	
08	Research and statistical methods	ECCE_M 3081	Research methods in early childhood care and education	ECCE 3081	5	15
			Statistical methods in behavioral sciences	ECCE 3082	5	
			Senior Essay	ECCE 3083	5	
09	Child in socio-cultural context	ECCE_M 3091	Child, family and community	ECCE 3091	5	11
			Child literature	ECCE 3092	3	
			Child and media	ECCE 3093	3	

Common Courses

01	English language skills	EnLa_M1013	Communicative English skills	EnLa 1011	5	10
			Basic writing skills	EnLa 1012	5	
02	Civics and Ethical Education	CESt_M 1023	Civics and Ethical Education	CESt 1021	5	5
03	Basic computer skills	Insa-M 1033	Introduction to computer application /ICT	Insa 1031	5	5

List of Modules and courses under the modules:

Students are required to take the following numbers of courses to be graduated with BA degree in Early Childhood Care and Education:

- ✓ 34 major area courses
- ✓ 4/four common courses

Sequence of Course Offering and Breakdown for Regular Students

Year I, Semester I

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1.	Introduction to psychology	Psyc 1011	5	48	0	0	87	parallel
2.	Civics and ethical Education	CES1021	5	48	0	0	87	parallel
3.	Child Development I	ECCE 1031	5	48	16	16	55	parallel
4.	Introduction to Early childhood care and education	ECCE 1021	5	48	32	0	55	parallel
5.	Communicative English Skills	EnLa 1011	5	48	0	0	87	parallel
6.	Educational Psychology	Psyc 1012	5	48	0	0	87	parallel
	Total		30	288	48	16	458	

Year I, Semester II

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1	Child Development II	ECCE 1032	5	48	16	16	55	parallel
2	Cognitive and language development	ECCE 1033	5	48	0	0	87	parallel
3	Professional Ethics in ECCE	ECCE 1022	3	32	0	0	49	parallel
4	Early Childhood Care and Education in Ethiopia	ECCE 1023	3	32	0	0	49	parallel
5	Play and the young child	ECCE 1034	5	48	0	32	87	parallel
6	Basic writing skills	EnLa 1012	5	48	0	0	87	parallel
7	Introduction to computer application /ICT	Insa 1031	5	48	0	0	87	Parallel
	Total		31	176	16	48	501	

Year II, Semester I

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1.	Pedagogy in Early Childhood Education	ECCE 2041	5	48	0	16	71	parallel
2.	Early Literacy and Numeracy	ECCE 2047	5	48	0	16	71	parallel
3.	Curriculum development, implementation and evaluation in ECCE	ECCE 2046	5	48	0	0	87	parallel
4.	Child Assessment and evaluation	ECCE 2042	5	48	16	16	55	parallel
5.	Creative activities and aesthetics for young child	ECCE 2043	5	48	0	16	71	parallel
6.	Material development and utilization in early childhood care and education	ECCE 2044	5	48	0	32	55	parallel
	Total		30	288	16	96	410	

Year II, Semester II

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1.	Leadership and management in ECCE	ECCE 2045	5	48	0	0	87	parallel
2.	Child Psychopathology	ECCE 2035	5	48	16	16	55	parallel
3.	Practicum I	ECCE 2071	5	0	0	48	87	parallel
4.	Alternative Child Care	ECCE 2065	3	32	0	0	49	parallel
5.	Guidance and Counseling in Early Childhood	ECCE 2062	5	48	16	16	55	parallel
6.	Children with Special needs and Inclusive education	SNE 2051	6	64	16	16	66	parallel
Total			29	240	48	96	399	

Year III, Semester I

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1.	Child forensic psychology	ECCE 3064	5	48	0	16	71	parallel
2.	Child health, safety and nutrition	ECCE 3061	6	64	16	16	66	parallel
3.	Child right, protection and welfare	ECCE 3066	5	48	16	16	55	parallel
4.	Research methods in early childhood care and education	ECCE 3081	5	48	32	0	55	parallel
5.	Statistical methods in ECCE	ECCE 3082	5	48	32	0	55	parallel
6.	Project planning, monitoring and evaluation	ECCE 3074	5	48	0	0	87	parallel
Total			31	304	96	48	389	

Year III, Semester II

SN	Course Name	Course Code	ECTS	LH	TH	L/P	HS	Delivery
1.	Senior essay	ECCE 3083	5	0	0	48	87	Parallel
2.	Practicum II	ECCE 3072	5	0	0	48	87	Parallel
3.	Child , family and community	ECCE 3091	5	48	0	0	87	Parallel
4.	Child literature	ECCE 3092	3	32	0	16	33	Parallel
5.	Child and media	ECCE 3093	3	32	0	0	49	Parallel
6.	Seminar in Contemporary issues of ECCE	ECCE 3073	3	10	0	38	33	Parallel
7.	Child risk and management	ECCE 3063	6	64	32	0	66	Parallel
	Total		30	186	32	150	442	

MODULE DESCRIPTION

Module name: Fundamentals of Psychology

Module code: Psyc-M1011

Module ECTS: 10

Course Title: Introduction to Psychology

Course code: Psyc1011

ECTS: 5

Course Description

This course will provide you with a broad introduction to the field of psychology. In this course you will see how research has been applied to test our assumptions about human experience. We will explore how psychology developed, the biological basis of human behavior, human perception, memory, states of consciousness, motivation and emotion, personality development, psychological disorders and their treatment. Throughout the course you will examine issues using scientific research methods. The course will provide opportunities to develop greater critical thinking enabling you to be an informed consumer of psychological information and to gain a more comprehensive understanding of yourself and your world.

Course Objectives

Up on the completion of this course students will be able to:

- Explain the origin, different perspectives on the psychology
- Relate different practical examples with the theory of learning
- Relate each personality development approaches with real life situation
- Infer the implication of motivation to the real life situations
- Explain the effect of stress in relation with the future career
- Compare and contrast psychological disorders
- Explain the importance of taking psychology course as an ECCE student
- Put into practice psychological theories in to child care and protection

Course Contents

Contents	<ul style="list-style-type: none">1. Introduction to the course<ul style="list-style-type: none">1.1. Overview of Course Outline1.2. Review Expectations1.3. Detailed Assignment Description1.4. What is Psychology?1.5. What do Psychologists Do?1.6. Where did Psychology Come From?2. The science of psychology<ul style="list-style-type: none">2.1. Why the Scientific Method?2.2. Descriptive Methods2.3. Finding Relationships2.4. Criteria for Critical Thinking2.5. Psuedo-psychologies3. The biological perspectives<ul style="list-style-type: none">3.1. Neural Basis of Behavior3.2. Nervous System: central & peripheral3.3. Brain Structures and Behavior3.4. Endocrine glands4. Stress and health<ul style="list-style-type: none">4.1. Stress4.2. Factors in stress reaction4.3. Coping with Stress5. Consciousness: Sleep, Dreams, Hypnosis and Drugs<ul style="list-style-type: none">5.1. What is Consciousness5.2. Altered states5.3. Sleep & Dreams5.4. Drugs & Hypnosis6. Sensation and perception<ul style="list-style-type: none">6.1. Sensation
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	<p>6.2. Seeing, hearing, chemical senses, Somesthetic senses</p> <p>6.3. Perception</p> <p>7. Learning and adaptation</p> <p>7.1. Definition of learning</p> <p>7.2. Classical Conditioning</p> <p>7.3. Operant Conditioning</p> <p>7.4. Cognitive Learning Theory</p> <p>7.5. Observational learning</p> <p>8. Psychological disorders</p> <p>8.1. What is abnormality?</p> <p>8.2. Defining & classifying psychological disorders</p> <p>8.3. Anxiety Disorders, somatoform disorders, Mood Disorders, Schizophrenia, Personality Disorders</p> <p>9. Treatment of psychological disorders</p> <p>9.1. Two kinds of therapy</p> <p>9.2. Psychodynamic, Humanistic, & Cognitive therapies</p> <p>9.3. Does psychotherapy work?</p> <p>9.4. Biomedical Approaches</p> <p>10. Memory</p> <p>10.1. Encoding, Storage & Retrieval</p> <p>10.2. Memory as Information Processing</p> <p>10.3. Other models</p> <p>10.4. Forgetting</p> <p>10.5. Memory as a Constructive Process</p> <p>10.6. Memory & the brain</p> <p>11. Motivation and emotion</p> <p>11.1. Perspectives: Instincts, Evolution, Drives, Incentives, etc.</p> <p>11.2. Hunger & Weight Regulation</p> <p>11.3. Sexual Motivation</p> <p>11.4. Emotion ó 3 elements</p> <p>12. Social psychology</p>
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	<p>12.1. Social Influence</p> <p>12.2. Attitudes</p> <p>12.3. Impression formation & attribution</p> <p>12.4. Prejudice & discrimination</p> <p>12.5. Interpersonal attraction</p> <p>12.6. Aggression and pro-social behavior</p>
Reference	<p>Cicarelli, S., Harrigan, T. &Fritzley, V. H. (2013). <i>Psychology</i>. Canadian edition. Toronto: Pearson</p> <p><i>Recommended / Optional:</i></p> <p>Nunes, J. &Simmie, S. (2002) <i>Beyond Crazy</i>. Toronto: McClelland and Stewart</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Semester wise
Delivery of teaching	<p>Lecture and demonstration</p> <p>Reading in textbooks, other books, and periodicals</p> <p>Discussion</p> <p>Cooperative learning projects and activities</p> <p>Student presentation</p>

	Videos and other audio/visual media Multimedia presentations
Assessment techniques	Quiz (10%); Test (30%) Individual and group assignment with presentation (15%) Participation (5%) final examination 40%
Approved by:	Department Head/ Module Coordinator _____ Signature _____ Date ____/____/____

Module name: Fundamentals of Psychology

Module code: Psyc_M1011

Module ECTS: 10

Course Title: Educational Psychology

Course code: Psyc1012

ECTS: 5

Course Description

This course familiarizes learners with fundamental psychological principles, theories, and practical strategies in the learning process. The focal topics of the course include: the use of educational psychology to teaching & learning, developmental factors affecting young children's learning, models of interaction in teaching & learning, and principles & strategies concerning young children's motivation. The emphasis will be on understanding basic principles & their applications in teaching learning process.

Course Objectives

At the end of this course students will be able to:

- ✓ Specify the major aspects of educational psychology
- ✓ Explain developmental patterns and their implications for learning
- ✓ Recognize implications of learning theories for instruction
- ✓ Appreciate individual differences and their impact on the teaching-learning processes
- ✓ Apply strategies for motivating learners and managing their behavior

Week	Topics and Subtopics	Textbooks
1	1. INTRODUCTION 1.1 Meaning of Educational Psychology 1.2 Major areas of Educational psychology 1.3 The Characteristics Good Teacher 1.4 Researches Methods in Educational Psychology	Santrock, W. J.(2001). Educational psychology. Slavin, R. (2006). Educational psychology: Theory and practice (8 th ed.)
2 - 3	2. Human Development 2.1. Meaning of Basic Terms (Growth, Maturation, Learning, and Development) 2.2. Theories of Human Development and Their implication in Education 2.2.1. Psychodynamic Theory (Freud) 2.2.2. Psychosocial theory (E. Erickson) 2.2.3. Theory of Cognitive Development 2.2.4. Theory of Moral Development (Kohlberg) 2.2.5. Vygotsky's Socio-cultural Theory	Gage, N.L, & Berliner, M (1998). Educational Psychology (6 th ed.) Woolfolk, A. (2004). Educational Psychology (9 th ed.). Page 23-24 Page 28-37 Page 66-77 Page 80-82
4	3. Individual Differences in Learning 3.1. Meaning of Individual Differences 3.2. Causes of Individual Differences 3.3. Major Areas of Individual differences	Gage, N.L, & Berliner, M (1998). Educational Psychology (6 th) Woolfolk, A. (2004). Educational Psychology (9 th ed.). Page 107-115 Page 118-121
4-7	4. Psychology of Learning 4.1. Meaning of Learning 4.2. Factors Affecting Learning 4.3. Major Theories of Learning 4.4. Behavioral Theories of Learning 4.4.1 Classical Conditioning (Ivan Pavlov)	Dembo, M. (1994). <i>Applying educational psychology</i> (4 th ed.). Page Woolfolk, A. (2004). Educational Psychology (9 th ed.). Page 198-211 Page 236-260

	4.4.2 Operant Conditioning (B.F. Skinner) 4.4.3 Contiguity Learning Theory (E.R. Guthrie) 4.4.4 Connectionism Learning Theory (E.L. Thorndike) 4.4.5 Social Learning Theory 4.4.6 Cognitive Learning Theory 4.4.6.1 Gestalt Theory of Learning 4.4.6.2 Information Processing Model 4.4.7 Social Cognitive and Constructivist Views of Learning	Woolfolk, A. (2004). Educational Psychology (9 th ed.). Page 317-318, Page 322-333
8-9	5. Motivation in Learning 5.1. Meaning of Motivation 5.2. Kinds of Motivation 5.3. Theories of Motivation 5.3.1. Behavioral Theories 5.3.2. Cognitive theories 5.3.3. Humanistic Theories 5.4. Educational Implications Theories of Motivation	Santrock, W. J. (2001). Educational psychology.
10	6. Teaching and Assessing Students' Learning 6.1. Creating Learning Environments 6.2. Teaching for Learning 6.3. Classroom Assessment and Grading 7. Classroom Management 7.1.7.1 The Concept of Discipline and Classroom Management 7.2.7.2 Approaches to classroom management 7.3.7.2.1 Behavioral Approach 7.4.7.2.2 Classroom Management Approach 7.5.7.2.3 Humanistic Approach	

Course Delivery Mode

Different active learning methods such as interactive lecture, group discussion, question and answer, micro teaching, buzz group, crossover groups, independent work, and jigsaw groups.

Assessment Methods: Continuous Assessment	Assessment types	Topics	Schedule	Weight
	Assignment I	The educational implication of human Development theories	Week-6	10%
	Assignment II	Theories of Learning	Week 13	10%
	Test I	✓ Introduction ✓ Individual difference in learning	Week-8	20%
	Test II	✓ Theories of learning	Week-13	20%
	Final exam	The whole content (chapter) of the course	Week-16	40%
		Total		100%
Course Polices	Punctuality , switch off mobile phone, class attendance, and active class participation			
References	<ul style="list-style-type: none"> • Dembo, M. (1994). Applying educational psychology (4th ed.). • Woolfolk, A. (2004). Educational Psychology (9th ed.). • Gage, N.L., & Berliner, M (1998). Educational Psychology (6th) • Santrock, W. J. (2001). Educational psychology. • Slavin, R. (2006). Educational psychology: Theory and practice (8th ed.) • David Messer (2000). Masterly Motivation in Early childhood education, Rout ledge. • Eggen, P. and Kauchak, D. (2003). Education psychology, Prentice Hall. • Mwamwenda, T. (1995). Education Psychology (2nd Ed). McGraw Hall publishers. Borich, G.D., &Tombari, M.L. (1995). <i>Educational psychology: A contemporary approach</i>. NewYork: Harper Collins College Publishers. • Elliot, S.N., Cook, J.L., Kratochwill, T. R., & Travers, J.F. 			

	<p>(2000).<i>Educational psychology: Effective teaching, effective learning</i>. 3rded. Boston: McGraw-Hill</p> <p>Good, T.L. and Brophy, J.E. (1990). <i>Educational Psychology: A Realistic Approach</i>. 4ed.New York: Longman.</p> <ul style="list-style-type: none">• McCormick C.B., & Pressley, M. (1997). <i>Educational psychology: Learning, instruction, assessment</i>. New York: An imprint of Addison Wesley Longman, Inc.• Pintrich, P.R., &Schunk, D.H. (2002).<i>Motivation in Education: Theory, Research, and Applications</i>. Upper Saddle River: Merrill Prentice Hal• Slavin, R.E. (2003). <i>Educational Psychology: Theory and practice</i>.7thed. Boston: Allyn and Bacon.																		
Approval Section	<table><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>I. Instructor Name</td><td>Signature</td><td>Date</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>II. Module Team Leader</td><td>Signature</td><td>Date</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>III. Department/school/college Head</td><td>Signature</td><td>Date</td></tr></table>	_____	_____	_____	I. Instructor Name	Signature	Date	_____	_____	_____	II. Module Team Leader	Signature	Date	_____	_____	_____	III. Department/school/college Head	Signature	Date
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_____	_____	_____																	
III. Department/school/college Head	Signature	Date																	

Module Name: English Language skills

Module Code: Enla_M1013

Module ECTS: 10

Course Title: Communicative English Skills

Course code: Enla 1011

ECTS: 5

We know that in Ethiopia English is used as a medium of instruction at a high school, preparatory as well as tertiary levels. Students at these school levels are expected to read, write, speak and listen in English. So in order to succeed in your field of studies, your ability to use English in reading, writing, speaking and listening should be enhanced. You have to be able to communicate with your instructors and group members effectively. Here, you are required to be critical thinker, ready to ask questions, to form and express your opinions, experiences, and beliefs in English. Therefore you need to develop your skills to use English for communicative purposes, to listen to lectures and take notes, to read and understand academic texts, etc. If your communicative skills

in general are enhanced, you will be more successful in your field of studies. In the course College English macro language skills such as reading, listening, speaking and writing and micro skill such as vocabulary are expected to be covered. Various activities and exercises which aim at helping students develop different skills, such as the skills of exchanging experiences, understanding the gist and detail ideas of reading and listening texts, inferring and predicting, guessing, transferring information, writing a letter, a journal and argumentative paragraphs, conducting and presenting research, etc. are included in the course. It is believed that a combination of instructor-led whole-class work, individual work, and cooperative group work will help you to get the best out of your language learning experiences at university. This is particularly important in College English because of the nature of the tasks and activities, which have the potential for various kinds of interaction in the class. At times, you will be working individually and very quietly. At other times, there will be a lot of noise. This is natural in group work.

Contents	<p>Unit One : Personal introduction</p> <p>1.1.Speaking : Introduction 1.2.Reading 1.3.Writing : Expressing oneself</p> <p>Unit Two : Stress</p> <p>2.2. Reading : Stress 2.3. Listening 2.4. Reading 2.5. Vocabulary 2.6. Writing : Conducting research 2.7. Speaking : Presenting the result of the research</p> <p>Unit Three : Ecological dangers</p> <p>3.1. Reading : Ecological dangers 3.2. Vocabulary 3.3. Listening 3.4. Speaking : Debate 3.5. Writing : argumentative writing</p> <p>Unit Four : Clearing customs</p> <p>4.1 Reading : Clearing customs 4.2 Vocabulary 4.3 Listening 4.4 Writing : Letter writing 4.5 Speaking : Sharing experience</p>
Reference	<p>Atkins, J. et. al. 1996. <i>College English I & II</i>. Addis Ababa: AAU Press</p> <p>Conroy, K. et. al. 1992. <i>Freshman English. A & B</i>. Addia Ababa: AAU Press.</p> <p>Ezor, E. and J. Lewis. 1984. <i>From Paragraph to Essay</i>. Newyork: McGraw-Hill</p>

	<p>BookGreenall, S. and M Swan. 1986. <i>Effective Reading</i>. Cambridge: CUP</p> <p>Harrison, P. 1996. <i>Inside the third World</i>. Cambridge: CPU</p> <p>Langan, J. 1993. <i>College Writing Skills</i>. New York: McGraw-Hill Book Co.</p> <p>McCrimmon. 1972. <i>Writing with a Purpose</i>.</p> <p>NigussieAbebe. 2002. <i>A Guide to Letter Writing</i>. Addis Ababa: EMPDE</p> <p>Peiffer, V. 1997. <i>Stress Management</i>. London: Thorsons</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Semester wise
Delivery of teaching	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	<p>Quiz (10%);</p> <p>Test (30%)</p> <p>Individual and group assignment with presentation (15%)</p> <p>Attendance and participation (5%)</p> <p>final examination 40%</p>
Approved by:	<p>Department Head/ Module Coordinator _____</p> <p>Signature _____ Date ____/____/____</p>

Module Name: English Language skills

Module Code: Enla_M1013

Module ECTS: 10

Course Title: Basic Writing Skills

Course code: Enla 1012

ECTS: 5

Course objective	At the end of this course students will be able to produce clear, precise, correct and meaningful written document for effective communication
Learning outcomes	<p>At the end of the course, students will be able to</p> <ul style="list-style-type: none">➤ use English for meaningful communication➤ develop their macro & micro language skills (speaking, listening, reading, writing grammar& vocabulary skills)➤ use appropriate language function and form in both written and spoken communication➤ apply appropriate speaking and listening strategies and skills during spoken communication
Course description	The course focuses on practical aspects and is designed to enable the students to develop their language skills: speaking (Talking about one self and one's family, and about friends; Participating in discussions(expressing opinion, agreeing and disagreeing with others, expressing certainty, making suggestions description of persons, places, objects, talking about issues and events); listening (listening for detail and for gist, listening and note taking); reading (scanning, skimming, guessing word meanings and inferring), writing (writing paragraphs: guided and free, writing descriptive paragraphs), grammar (tenses and adjectives) & vocabulary (deducing meaning from context, Phrasal verbs, adjectives and adverbs used for description).
Contents	<p>Chapter One Introductory Unit</p> <p>1.1. Listening and Speaking: Finding out about other people</p> <p>1.2. Vocabulary: Learning to learn vocabulary</p> <p>1.3. Grammar: Learning to use grammar for facilitating meaning</p> <p>1.4. Reading: What is involved in understanding text?</p> <p>1.5. Speaking: Introducing oneself and others</p> <p>1.6. Writing: A short Personal description or story</p> <p>Chapter Two AIDS</p> <p>2.1. Listening and Speaking:</p> <p>2.1.1. Understanding markers of addition and relating</p>

	<p>2.1.2. Listening for gist</p> <p>2.1.3. Responding to the speaker's purpose</p> <p>2.1.4. Writing a brief summary of a talk</p> <p>2.2. Vocabulary</p> <p>2.2.1. Using component parts of a word as clues to meaning</p> <p>2.2.2. Using topic relationships in order to learn words</p> <p>2.2.3. Being aware of how words collocate with each other</p> <p>2.2.4. Working out word meanings from context</p> <p>2.3. Grammar</p> <p>2.3.1. Using relative clauses</p> <p>2.3.2. Expressing warning and advice</p> <p>2.4 Reading</p> <p>2.4.1. Identifying the intended audience of a text and other critical reading skills</p> <p>2.4.2. Relating a diagram to a text</p> <p>2.5 Speaking</p> <p>2.4.3. Brain storming</p> <p>2.4.4. Public speaking</p> <p>2.6 Writing: Writing a short summary of a talk</p> <p>Chapter Three Culture and Values</p> <p>3.1. Listening and Speaking</p> <p>3.1.1. Identifying the structure of a talk</p> <p>3.1.2. Completing a note framework</p> <p>3.2. Vocabulary</p> <p>3.2.1. Using topic relationships to learn new words</p> <p>3.2.2. Words of Greek and Latin origin</p> <p>3.2.3. Using a vocabulary network to learn words</p> <p>3.3. Grammar</p> <p>3.3.1. Using active and passive constructions for descriptive writing</p> <p>3.3.2. using time clauses for descriptive Writing</p> <p>3.4. Reading</p> <p>3.4.1. Critical reading</p>
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	<p>3.4.2. Reading for main ideas</p> <p>3.4.3. Reading for detail</p> <p>3.5. Speaking</p> <p>3.5.1. Understanding reference</p> <p>3.5.2. Brainstorming</p> <p>3.5.3. Organizing and taking part in a debate</p> <p>3.6. Writing</p> <p>3.6.1. Writing a brief summary of key ideas from a text</p> <p>3.6.2. Writing a descriptive essay about a marriage ceremony</p> <p>Chapter Four Improving Study Practices</p> <p>4.1. Listening and speaking</p> <p>4.1.1. Thinking about what you do when you listen to a lecture and take notes</p> <p>4.1.2. Understanding listing and sequencing markers</p> <p>4.1.3. Listening for a main sections of a talk</p> <p>4.2. Vocabulary</p> <p>4.2.1. Using a dictionary</p> <p>4.2.2. Working out word meanings from context</p> <p>4.3. Grammar</p> <p>4.3.1. Using Conditional I,II and III</p> <p>4.4. Reading</p> <p>4.4.1. Skimming for gist</p> <p>4.4.2. Critical reading and evaluating</p> <p>4.4.3. Using reference/textual markers</p> <p>4.5. Speaking</p> <p>4.5.1. Brainstorming and discussing on what makes a good learner</p> <p>4.6 Writing</p> <p>4.6.1. Summarizing a talk</p> <p>4.6.2. Summarizing an academic article</p> <p>4.6.3. Writing an essay on learning English</p>
Reference	<p>Syamala, V. (2002) <i>Effective English Communication For you Emerald publishers</i></p> <p>Writerø Choice : Grammar and Composition</p>

	<p>Rorabacher ,L A Concise Guide to Composition (3rd Ed). London Harper and Rowpublishers</p> <p>Tomson& Martinet A Practical English Grammar. Oxford : Oxford University Press. (2003)</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Semester wise
Delivery of teaching	Discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	<p>Quiz (10%);</p> <p>Test (30%)</p> <p>Individual and group assignment with presentation (15%)</p> <p>Attendance and participation (5%)</p> <p>final examination 40%</p>
Approved by:	<p>Department Head/ Module Coordinator _____</p> <p>Signature _____ Date ____/____/____</p>

Module Name: Civic and Ethical Education

Module Code: CEST_M1023

Module ECTS: 5

Course Title: Civic and Ethical Education

Course code: CEST 1021

ECTS: 5

Course objective	At the end of this course students will be able to explain different theories, concepts, rules of ethics, human rights, democracy, state and government, constitutions, and morality.
Learning outcomes	At the end of finishing this module, students will be able to:- <ul style="list-style-type: none">É Explain the subject matters of Civic & Ethical StudiesÉ Explain the basic concepts of State and GovernmentÉ Demonstrate basic knowledge, skills and attitude of Socio-Economic and Political issues of our country, Ethiopia.É Apply key concepts of Constitution and ConstitutionalismÉ Relate Human Right, Democracy and Electoral system to current situation of the worldÉ Demonstrate the values of tolerance for mutual understandings and co-existence.É Give practical examples of Morality, Ethics of their own societyÉ Paraphrase concepts of International Relations and Foreign policy
Course description	This Course is designed to be offered as a common course to all trainees in the Degree Program at Debre Tabor University in order to produce responsible, well informed and competent citizen. The course encompasses the basic concepts of Civic and Ethics: State and Government, Constitution and Constitutionalism, Democracy, Human Rights and Electoral Systems, Citizen and Citizenship, International Relation and Foreign Policy, issues related with Morality, Ethics and Development, nd cross cutting contemporary global, regional and national issues.
Contents	1. Introduction <ul style="list-style-type: none">1.1. Concept of civic and ethical studies1.2. Objectives of Civic and Ethical Studies1.3. The Interdisciplinary Nature of Civic and Ethical Studies1.4. Origin of Civic Education 2. State and government <ul style="list-style-type: none">2.1. Meaning of state2.2. The origin of state2.3. Type and structure of state2.4. Government2.5. Meaning of Government2.6. Forms of Government2.7. Organs of Government2.8. Types of Government2.9. Ethiopian state 3. Constitution and Constitutionalism <ul style="list-style-type: none">3.1. Definition, Origin & Forms of constitution3.2. Function of constitution3.3. Rule of law3.4. Due process of law

	<p>3.5. Constitutional Development in Ethiopia</p> <ul style="list-style-type: none"> É 1931 constitution • 1955 constitution • 1987 constitution É 1995 constitution <p>4. Democracy</p> <p>4.1. Definition, Origin and Development of Democracy</p> <p>4.2. Types and forms of Democracy</p> <p>Principles of Democracy</p> <p>Election</p> <ul style="list-style-type: none"> * Meaning of Election * Type of election * Principles of Election * Electoral system in Ethiopia <p>Human rights</p> <ul style="list-style-type: none"> * Universal Declaration of Human Rights * Definition and Basic Features <p>Human Right Covenants</p> <ul style="list-style-type: none"> * Generation of Rights * Human Rights in Ethiopia <p>5. CITIZEN AND CITIZENSHIP</p> <p>5.1. Definitions of Citizen and Citizenship</p> <p>5.2. Laws of Citizenship</p> <ul style="list-style-type: none"> * Qualities and Attributes of Citizenship * Issues of Citizenship in Ethiopia <p>6. ETHICS, MORALITY AND CIVIC DISPOSITION</p> <p>6.1. Basic Ethical Terms</p> <p>6.2. Origin and Development of Ethics</p> <p>6.3. Moral Values and the Conformity of Individual's Behavior to them</p> <p>6.4. Ethics and Morality in the Context of Profession</p> <p>6.5. Ethics and Morality in the Context of Corruption</p> <p>6.6. Civic Virtues and Civic Dispositions</p> <p>7. International Politics</p> <p>7.1. Foreign Policy and Diplomacy</p> <p>7.2. International Organizations</p> <p>8. Globalization</p>
Reference	<ul style="list-style-type: none"> É Henok Seyoum & Temesgen Tilahun . <i>Civics and Ethical Education Module</i> É Alamirew G/ Mariam(2005).College civic and Ethical education. É Kinfe Abrham (2004)Ethiopia :From Empire to federation É Merara Gudina (2003)Ethiopia: Competing Ethnic nationalism and the Quest for Democracy É Bahiru Zewudie(2002).History of Modern Ethiopia 1855-1991. É The FDRE Constitution,1995 É The FDRE nationality law , 2003
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges,</p>

	<p>and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Semester wise
Teaching methods	<p>Lecture and demonstration</p> <p>Reading in textbooks, other books, and periodicals</p> <p>Discussion</p> <p>Cooperative learning projects and activities</p> <p>Student presentation</p> <p>Videos and other audio/visual media</p> <p>Multimedia presentations</p>
Assessment techniques	<p>Quiz (10%);</p> <p>Test (30%)</p> <p>Individual and group assignment with presentation (15%)</p> <p>Attendance and participation (5%)</p> <p>final examination 40%</p>

Module Name: Basic Computer Skills

Module Code: Insa _M 1033

Module ECTS: 5

Course Title: Basic Computer Skills

Course code: Insa 1031

ECTS: 5

Course objective	At the end of this course students will be able to demonstrate basic computer skills.
Learning outcomes	<p>At the end of the course, students will be able to</p> <ul style="list-style-type: none">• Able to identify the different types of computers and computer applications• Clearly understand the physical and operational organization of a computer system• Basic knowledge of the different hardware and software components that make up a computer system.• Identify the different types of computer networks, network advantages, network media, and topologies• Able to identify different computer security threats and remove form computer
Course description	<p>This course is introductory common course that discusses the currently revolving ICT, Computer & related technologies. The course helps students to be familiar with the general aspects of ICT and specifically pay large focus on Computer Technology. The topics include characteristics, types, history, generations, and applications of computer. Lessons in this course also includes over view of physical and operational organization of computer system, over view of computer 159 networking and network advantages, computer security threats and protection, and the internet.</p>
Contents	<p>Chapter One:</p> <p>1.1. Introduction to ICT</p> <p>1.2. Definition of computer and computer science</p> <p>1.3.Characteristics of computer</p> <p>1.4.Type of computer</p> <p>1.5.Applications of computer</p> <p>Chapter two:</p> <p>2.1. Historical development of computer</p>

	2.2. Generations of Computer
	2.3. Trends in Computer Development
	Chapter three:
	3.1. Introduction to computer system
	3.2. Computer Hardware
	5.1. Computer software
	5.1.1. System Software
	5.1.2. Application Software
	Chapter four:
	4.1. Data Communication, Data Communication Components, data Transmission Mode
	4.2. Data transmission medium
	4.3. Computer Network
	4.4. Common network devices
	4.5. Computer network types
	4.6. Advantages and disadvantages of installing a network
	4.7. Network topologies
	4.8. Media access
	Chapter five:
	5.1. Introduction to Computer Security
	5.2. Computer Security Threats
	5.3. Computer virus
	5.4. Computer worms
	5.5. Trojan horse
	5.6. Adware and spywares, crackers
	5.7. Security threat indicators/symptoms
	5.8. Protecting computer against security threats
	5.9. Safety Mechanisms
	Chapter six:
	6.1. Introduction to Internet
	6.2. Basic Internet Terms

	<p>6.3. Getting connected to internet</p> <p>6.4. Commonly used internet applications/services</p> <p>6.5. Social Networks</p> <p>6.6. Social impacts of internet</p> <p>6.7. Privacy issues</p>
Reference	<p>Introduction to Computer Science, ITL Education Solutions Ltd, Pearson Education, 2004</p> <p>Didamidekso, Introduction to Computer Science, Ethiopia, AAU, 1994</p> <p>Computer Science: An Overview: International Edition, (10th ed.), Pearson Higher Education, 2007.</p> <p>Introduction to Computer by Alexis.L&Mathews.R (1999)</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Semester wise
Delivery of teaching	Discussion, interactive lecture, case study, demonstration, article review

Assessment techniques	Quiz (10%); Test (30%) Individual and group assignment with presentation (15%) Attendance and participation (5%) final examination 40
Approved by:	Department Head/ Module Coordinator _____ Signature _____ Date ____/____/____

Module Name: Foundations of early childhood care and education

Module Code: ECCE_M1021

Module ECTS: 11

Course Title: Introduction to Early childhood care and education

Course code: ECCE 1021

ECTS: 5

Course Description

The course focuses on importance of early childhood years and significance of early childhood care and education. This course provides an overview of the theoretical models that have significant influence on the development of early childhood curricula. Topics include historical and philosophical perspectives of early childhood care and education, various types and components of current early childhood programs, techniques for observing and recording behaviors, communication skills, guidance techniques, developmentally appropriate practices and the role of the teacher in early childhood settings.

Course Objective:

Upon the completion of the course students will be able to:

- ✓ Understand the basic concepts and nature of ECCE
- ✓ Evaluate the historical perspective of ECCE
- ✓ Understand the contribution of various philosopher to ECCE
- ✓ Design the curriculum of ECCE
- ✓ Understand developmentally appropriate practices in ECCE

- ✓ Understand different types and components of ECCE
- ✓ Develop skills of observing and assessing children
- ✓ Know the roles of stakeholders (professionals and parents) in ECCE
- ✓ Understand how to create ECCE environment for young children
- ✓ Demonstrate the skills of guiding young children
- ✓ Plan to address the special needs of young children
- ✓ Analyze the issues and trends in ECCE
- ✓ Design ECCE program
- ✓ Explain how to maintain quality in ECCE program
- ✓ Appreciate ECCE program

Pre-requisites		No per requisites:
Schedule		
Week	Date/ contact	Topics and subtopics Text books
1		Chapter One: The Field of Early Childhood care and Education <ul style="list-style-type: none"> 1.1 Definition, and scope of ECCE 1.2 Benefits of ECCE 1.3 Foundation of ECCE <ul style="list-style-type: none"> 1.3.1. History of ECCE 1.3.2. Theoretical Bases of ECCE <ul style="list-style-type: none"> ✓ Contributions of the philosophers in the field of ECCE <ul style="list-style-type: none"> • Jean-Jacques Rousseau (1712-1778) • Johann Pestalozzi (1746-1827) • Friedrich Froebel (1782-1852) • Maria Montessori (1870-1952) • Other Leaders in America's Early Education Movement • Application of Theories in ECCE 1.4 Interdisciplinary nature of ECCE <ul style="list-style-type: none"> • Medicine

		<ul style="list-style-type: none"> • Education • Psychology <p>1.5.Types of ECCE program</p> <p>1.6. Professionalism in ECCE</p>
2		<p>Chapter Two: The Who of ECCE</p> <p>2.1. The children</p> <ul style="list-style-type: none"> • Defining the Young Child • How Children Differ • Children with Special Needs <p>2.2. The families</p> <ul style="list-style-type: none"> • The Needs of Families • Family Involvement <p>2.3. The Teachers/Caregivers</p> <ul style="list-style-type: none"> • The Early Childhood Teacher and Caregiver • Characteristics of the Good Early Childhood Teacher • Staffing in Early Childhood Programs • The Teacher’s Role • Ethics <p>2.4. Families and Teachers: Partners in ECCE</p>
3		<p>Chapter Three: Curriculum of ECCE</p> <p>3.1. What Is Curriculum?</p> <ul style="list-style-type: none"> • Early Childhood Curriculum • Developmentally Appropriate Curriculum • Culturally Appropriate Curriculum • Inclusive Curriculum • Effective Curriculum: Four Basic Factors • Play-Based Curriculum: The Foundation for Learning • Types of Curricula • Planning Curriculum

		3.2. Planning for Creative Development 3.3. Planning for Physical/Body Development 3.4. Planning for Cognitive Development 3.5. Planning for Language Development 3.6. Planning for Psychosocial Development
4		Chapter Four: Observing & Assessing Children 4.1. Observation of children <ul style="list-style-type: none"> • What is observation? • Why we Observe? • Types of observation • How to observe effectively? • Guideline for Observing 4.2 Assessment of children <ul style="list-style-type: none"> • What is assessment? • Purpose of assessment • Types of assessment • Concerns about Assessment
5		Chapter Five: The Environment of ECCE 5. The Physical Environment <ul style="list-style-type: none"> 5.1. Effects of the Physical Environment 5.2. Arranging the Indoor Environment 5.3. Arranging the Outdoor Environment 5.4. Adapting the Environment for Children with Disabilities 5.5. Principles for Developing Appropriate Learning Environments 5.6. Developmentally Appropriate Equipment 5.7. Developmentally Appropriate Materials

		Chapter Six: Guiding Children 6.1. Guiding Routines <ul style="list-style-type: none"> • Arrival and Departure Times • The New Child at School • Meals and Eating Behavior • Diapering and Toileting • Sleep and Rest Times 6.2. Guiding Social Behaviors <ul style="list-style-type: none"> • What behaviors do we expect of young children? • Some Techniques of Guidance • Factors that Affect Children's Behavior • Dealing with Specific Behavior Problems • Working with Families to Solve Behavior Problems 6.3. Helping Children Cope with Stress <ul style="list-style-type: none"> • Defining Stress and Coping • Sources of Stress in Children's Lives • Techniques to Help Children Cope with Stress • Developmentally Appropriate Guidance • Culturally Appropriate Guidance 		
7		Chapter Seven: Issues and Trends in ECCE 7.1. Changing Issues/Changing Times 7.2. The Importance of Childhood 7.3. Transmitting Values		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching				
Assessment methods	Assessment type	Topics	Schedule	Weight
continuous assessment (60%)	Quiz			10 %
	Test- 1			15%

and final exam (40%)	Test- 2			15%
	Assignments			20 %
	Final Exam.			40%
	TOTAL 100%			
Course polices	Preparedness: Students shall read before coming to classroom Participation: Students must actively participated in class (ALM) Class attendance: Students ought to attend all sessions. Plagiarism: All reviewed materials should be duly acknowledged. Grading system: Fixed			
<div>References</div> <div>1. Early Childhood Education Today (2004) Ninth Edition, by George S. Morrison by Pearson Education, Inc. Published by Merrill Prentice-Hall, an imprint of Pearson Education, Inc.</div> <div>2. Beginnings and Beyond (2011) Foundations in Early Childhood Education, Eighth Edition Ann Miles Gordon and Kathryn Williams Browne; Wadsworth, Cengage Learning</div> <div>3. Introduction to Early Childhood Education (2011) Annotated Student’s Edition, Sixth Edition Eva L. Essa: Wadsworth, Cengage Learning</div> <div>4. Eva L. Essa, (2011), Introduction to Early Childhood Education, 6th ed, Canada, nelson Education, Ltd</div> <div>5. Karen K. Lind, (2005), Exploring Science In early childhood Education,3rd</div> <div>6. Jan Walker, Sheila Payne, Paula Smith and nikki Jarrett, (2007), Psychology for nurses and The caring professions, 3rd ed,</div> <div>7. Sandra Crosser, (2005), What do we Know about early Childhood Education? Research Based practice,</div> <div>8. K. Eileen Allen and Glynnis E. Cowdery, (2009), The exceptional child: inclusion in early childhood education, (6th),</div>				

Module Name: Foundations of early childhood care and education

Module Code: ECCE_M1021

Module ECTS: 11

Course Title: Early childhood care and education in Ethiopia

Course code: ECCE 1023

ECTS: 3

✓ **Course Guidebook**

Course Description	This course focuses on Ethiopian ECCE provision at various time including the origin and development of ECCE in Ethiopian, the earlier, medieval and contemporary ECCE in Ethiopia, etc. It is designed to acquaint the student, through the study of representative works, with the concepts, the origin and historical development, the major policy, program and strategies of Ethiopia. It therefore, entertains issues in the development of ECCE in Ethiopian; surveying Ethiopian literary texts; exploring; reading, analyzing and interpreting selected texts by taking cultural, historical, sociological views of analysis.
Course Objectives	At the end of this course the students will be able to: Éunderstand the origin, trends, development and historical back ground of ECCE in Ethiopian Éfamiliarize themselves with the policy and strategy of ECCE in Ethiopia Émake a thematic analysis of ECCE in Ethiopia Éexplain by using indictors ECCE in Ethiopia Éexplain the historical background of ECCE in Ethiopia
Pre-requisite	Introduction to ECCE
Course status	Compulsory

Chapter One

1.1 Historical and Philosophical Foundations of Early Childhood Care and Education in Ethiopia

1.2 History of traditional orthodox Early Childhood and Care Education in Ethiopia

1.3 History of traditional Muslim Early Childhood Care and Education in Ethiopia

1.4 Medieval Early Childhood Care and Education in Ethiopia

Chapter Two

2.1. Brief Overview of Origin of Modern Early Childhood care and Education in Ethiopia

2.3. Current Policies and Implication to Childhood care and Education in Ethiopia

2.3.1. Guiding Principles of the Early Childhood Care and Education Policy in Ethiopia

2.3.1. Goals and Strategic Objectives

2.3.2. Basic Pillars for ECCE Service Delivery

2.3.3. Pillar one- Parental Education

2.3.4. Pillar Two: Health and Early Stimulation (Parental to 3+years)

2.3.5. Pillar Three: Preschools: kindergartens (4to 6 years)

2.3.6. Pillar Four-Non-Formal School Readiness

2.4. Parental Involvement in their Children's learning

2. 5. Government Support in Early Childhood Education

Chapter Three

3.1. Early Childhood Care and Education Curriculum Implementation in Ethiopia

3.2. The Content of Pre-school Curriculum

3.3. Modalities of ECCE

3.4. Assessment in Early Childhood Education

3.5. Preschool Teachers and Personnel

Chapter Four

4.5. Learning Environment of Early Childhood Education

4.5.1. Pre-school Building

4.5.2. Site of the Preschool

4.5.3. Preschool In-door Equipment and Materials

4.5.4. Pre-school Out-door Organization

Chapter Five: Indicators of ECCE programs in Ethiopia

5.1. Equity and Access

5.2. Quality of Early Childhood Education

5.3. Relevance of ECCE in Ethiopia

5.4. Finance of ECCE in Ethiopia

Mode of Assessment

Two Tests (30%)

Quiz (10%)

Group and individual assignment (15%)

Participation (5%)

Final examination (40%)

COURSE POLICY

All students are expected to be abided by the code of conduct of the University Academic Legislation throughout this course. Academic dishonesty including cheating, fabrication and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. You are required to do all the assignments you are supposed to accomplish, submit and present it according to the time table indicated. I will give out the directions for the assignments one week prior to the due date. All issues discussed the in class or derived from other sources may be the subject of the assignment or final exam question items. Please follow the instructions indicated in each content of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group. Regarding class attendance and participation, you are expected to attend classes regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 20% of the class attendance, you will not sit for the final exam. Please try to be on time for class. I will not allow you enter if you are late by more than five minutes. Finally, cell phones must be turned off before getting into classes and sitting for exams as they are disruptive. So, please make sure that your cell phone is always turned off when you get into classes and sit for exams. For the purpose of contacting information, I put my

cell phone number on this course guidebook. You are allowed to make contact only in working hours.

MAIN REFERENCE BOOKS

Belay, H. and Belay, T. (2015). Early School Readiness Programs in Ethiopia: Practices, Contributions, Challenges and Way Forward. *Ethiopian Journal of Education (in press)*.

- ✓ Demeke Gesesse.(2007). Historical and Philosophical Foundations of Early Childhood Education in Ethiopia. *Proceedings on the 7th National Conference of Ethiopian Psychologists Associational* printing press.
- ✓ Federal Democratic Republic of Ethiopia (1994). *Education and Training Policy*. Addis Ababa: Berhanena Selam Printing Press.
- ✓ Federal Democratic Republic of Ethiopia (1995). *The Constitution of the Federal Democratic Republic of Ethiopia*. A.A.
- ✓ Federal Democratic Republic of Ethiopia (1996&2002). Education Sector Development Programs (ESDP I & ESDP II, 1996 & 2002),Addis Ababa, Ministry of Education.
- ✓ Federal Democratic Republic of Ethiopia (1996&2002). Education Sector Development Programs (ESDP
- ✓ Federal Democratic Republic of Ethiopia. 1999. Education Sector Development Program Action Plans. Addis Ababa: Ministry of Education.
- ✓ Federal Democratic Republic of Ethiopia. 1999. Education Sector Development Program
- ✓ Federal Democratic Republic of Ethiopia. 2002. Education Sector Development Program II (ESDP II) (2002/2003 ó 2004/2005).Ministry of Education, Addis Ababa. Ethiopia.
- ✓ Federal Democratic Republic of Ethiopia. 2002. Education Sector Development Program
- ✓ Makeleleh, Gidey(2007). The United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. *Proceedings on the 7th National Conference of Ethiopian Psychologists Association*. AAU: AAU Printing Press.

Approval sheet

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- ✓ Instructor's name Signature

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- ✓ Module coordinator's name Signature

- ✓ -----

Module Name: Foundations of early childhood care and education

Module Code: ECCEM1021

Module ECTS: 11

Course Title: Professional Ethics in Early childhood care and education

Course code: ECCE 1022

ECTS: 3

Course Description

This course provides a framework for thinking about the ethical issues that early childhood care and education professionals encounter in their everyday work. Moreover, the course is aimed at enabling the students not only to be ethically confident enough and professionally effective and efficient in their areas of work but also to take responsibility while working with children. The course is organized in such a way that they will be introduced the basic concepts including ethics, profession, professionalism and principles. And then students will understand the competencies for ECCE professionals. Finally, other topics such as code of ethics while working with children and Ethical dilemmas and professional detachment will be discussed.

Course Objective

Upon completion of the course, students will be able to:

- Know how to behave ethically in their profession
- Do effectively with others working on the wellbeing of children
- Accomplish their responsibilities in effective and efficient ways
- Be aware of ethical responsibilities to family, children, community, colleagues etc.
- Solve the ethical dilemmas and professional detachment that they may face.
- Be committed to continuously develop their profession
- Be motivated to be professional, ethical and competent.
- Advocate the essence of working for the wellbeing of children

Pre-requisites		No pre requisites	
Course status		Major course	
Contents & its Schedule			
Wee k	Topics & Subtopics	References	Remarks
1 & 2	<p>Chapter One: Ethics and Professionalism</p> <p>1.1 Meaning of Basic Terms (Profession, professionalism, e-professionalism and principles and related Terms)</p> <p>1.2 Issues of Ethics</p> <p>1.2.1 Types of Ethics</p> <p>1.2.2 Theories of Ethics</p> <p>1.2.3 Who is professional in ECCE?</p> <p>1.3 The dimensions of professionalism in ECCE</p> <p>1.3.1 Personal Characteristics</p> <p>1.3.2 Educational Attainment</p> <p>1.3.3 Professional Practice</p> <p>1.3.4 Public Presentation</p> <p>1.4 E-professionalism for Early Care & Education Providers</p> <p>1.4.1 Benefits of technology for professionals & children</p> <p>1.4.2 Challenges of technology for professionals & Children</p>	<p>Phyllis M. C. & Jannifer Parker (2009). Caring for School-Age Children (5th ed). USA: Nelson Education, Ltd HQ 778.6 .C55 2009 Pp 13-16</p> <p>Helene Arbouet Harte (2011). E-Professionalism for Early Care and Education Providers. http://www.southernearlychildhood.org/</p>	

2	<p>Chapter Two: Competencies for Early Childhood Professionals</p> <p>2.1 Meaning of competency</p> <p>2.2 Areas of competencies</p> <p> 2.2.1 Professional Development</p> <p> 2.2.1.1 Rationale for Professional Development</p> <p> 2.2.1.2 Areas of Professional Development</p> <p> 2.2.1.2.1 Content Knowledge</p> <p> 2.2.1.2.2 Use of Resources</p> <p> 2.2.1.2.3 Hygiene and Appropriate Dress</p> <p> 2.2.1.2.4 Professional Attitude</p> <p> 2.2.1.2.5 Participating in reflective practice and research</p> <p> 2.2.1.3 Planning & Reflecting on Professional Development & Practice</p> <p>2.2.2 Commitment to quality Care & Education</p> <p>2.2.3. Advocacy</p> <p> 2.2.3.1 Kinds of Child Advocacy</p> <p> 2.2.3.2 Personal Advocacy</p> <p> 2.2.3.3 Public Policy Advocacy</p> <p> 2.2.2.4 Private Sector Advocacy</p> <p> 2.2.3.2 Steps in Making Child Advocacy</p> <p>2.2.4 Ethics</p> <p> 2.2.4.1 Ethics in Communications and Interactions</p> <p> 2.2.4.2 Ethics Pertaining to Confidentiality</p> <p> 2.2.4.3 Informed Consent</p>	<p>Avril McMonagle (2012). The Professional Pedagogy Project - Supporting Every Child's Right to Early Education. https://www.pobal.ie/Publications/Documents/EOCP%20Professional%20Pedagogy</p>	
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5	<p>Chapter Three: Code of ethics while working with children</p> <p>3.1 The importance of code of ethics working with children</p> <p>3.2 Process for using the Code of Ethics</p> <p>3.3 Ethical Responsibilities</p> <p> 3.3.1 Ethical Responsibilities to Children</p> <p> 3.3.2 Ethical Responsibilities to Families</p> <p> 3.3.3 Ethical Responsibilities to Colleagues</p> <p> 3.3.4 Ethical Responsibilities to Community and Society</p> <p> 3.3.5 Ethical responsibility to others</p> <p>3.4 Values in the code of ethics</p>	<p>Gordon, A. M. & Browne, K.W. (2007). Beginning Essentials in Early Childhood Education. China: China Translation & Printing Services Limited</p> <p>LB 1139.23 .G6627, 2007</p> <p>Lennie Barblett, Catharine Hydon, Anne Kennedy (2008). The Code of Ethics: A guide for everyday practice. Early Childhood Australia Inc.http://www.earlychildhoodaustralia.org.</p>	
6	<p>Chapter Four:</p> <p>Ethical Dilemmas and Professional Detachment</p> <p>4.1 Meaning of Ethical Dilemma and Professional Detachment</p> <p>4.2 Causes and Nature of Ethical Dilemmas</p> <p> 4.2.1 Conflict in Principles & Values</p> <p> 4.2.2 Conflict in Personal, Professional, and Political Morality</p> <p> 4.2.3 Neutrality of Persons and Relativity of Roles</p> <p> 4.2.4 Restricted Reasons and Permissible Violation</p> <p> 4.2.5 Judgment or Authority: Who Is to Decide?</p> <p>4.3 Consequences of Ethical Detachment</p> <p>4.4 Course of Actions to Solve the Ethical Dilemmas & Professional Development</p>	<p>Jacinda M. Watts (2009). PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION. A Thesis Presented to The Faculty of Humboldt State University In Partial Fulfillment of the Requirements for the</p>	

		Degree Master of Arts In Education http://humboldt-dspace.calstate.edu/bitstream/handle/2148/493/Professionalism		
Mode of delivery/teaching-learning methods: gapped lecture, cases, discussion, micro-teaching, Questioning & answering, Pyramiding, debating. Decision line, jigsaw group, cross over group methods etc.				
Teacher’s Activities & Responsibilities: 1 st , be a role model in the use of time, ethical communication, hygiene and appropriate dressing, keeping confidentiality and being involved in professional development. 2 nd , the teacher is expected to prepare teaching materials, assess, give directive & on time feedback as well as arrange for practical assignment work. 3 rd , he/she collaborates & cooperates with other instructors teaching the courses of the same module. 4 th , he/she uses appropriate teaching methodologies for the effectiveness of the course.				
Students’ Activities & Responsibilities: Not to be absent without tangible reason (s) ~deduction of one mark for a day To be punctual on class~missing the class (not allowed to enter the class) Switch off/make silent your mobile~stand up & attend the whole period Not to cheat on exam & not to copy assignment from one another~disqualification To submit assignment on time~ deduction of one mark for a day To come to class with all necessary learning materials~go & bring them				
Assessment methods: Continuous Assessment (60%) and final exam (40%)	Assessment type	Contents	Weigh t	Time
	Test 1	Unit One	15%	At the end of the 2 nd week
	Test 2	Unit Two from 2.1-2.2.1.2.5	15%	End of the 3 rd week
	Individual and group Assignment to be	Planning professional Development plan, Making	15%	7 th week

	presented	Advocacy		
	Quiz	Cases on responsibilities of professionals at different settings & Ethical violations different professionals & its solutions	10%	At the end of the 6 th week
	Participation	The regular & Make up classes	5%	Always during the class
	Final Exam	The whole units	40%	At the End of the course
	Total		100%	
Grading System: Based on the modularization policy				
References				

Module Title: Child development

Module Code: ECCE_M1031

ECTS: 24

Course Title: Child Development I

Course code: ECCE1031

ECTS: 5

Course Description

This course examines the major physical, psychosocial, moral and cognitive/language developmental milestones for children, both typical and atypical, from conception to late childhood. There will be an emphasis on interactions between maturation processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

Course Objective

At the end of this course students will be able to:

- ✓ Understand the concepts, principles and nature of child development

- ✓ Identify different factors affecting human development from conception to late childhood period
- ✓ Explain different aspects of child development such as physical, cognitive, social, and emotional and the like.
- ✓ Understand the implications of different theories in relation to early human development.
- ✓ Appreciate how early childhood experience influences later development
- ✓ Apply strategies to reduce developmental hazards and facilitate development during prenatal and childhood period

Schedule			
Week	Contact hours	Topics and subtopics	
1	As class schedule	CHAPTER ONE: Basic Concepts & Principles Of Childhood Psychology 1.1. Introduction to childhood 1.1.1 Definition of basic terms 1.1.2 Aspects of human development 1.1.4. Developmental issues 1.2. Historical and Philosophical overview of childhood 1.3. Principles of development 1.3. Developmental processes and Periods 1.5 Developmental hazards 1.6 Research methods in child development 1.7. Implication studying child development for ECCE professionals	Papalia and Olds (1982). <u>A Child's World: Infancy Throug Adolescence</u> (3 rd . ed.). John W. Santrock, (2007). <u>Child Development</u> 11 th ed
2	As class schedule	CHAPTER TWO: THE BEGINNINGS OF LIFE AND GENETIC PATTERNS 3.1. The process of fertilization 3.2. Chromosomal abnormality and genetic	Santrock John W. (1999). <u>Life-span Development</u> (7 th .ed). USA: McGraw-Hil Publishing Company.

		Disorder 3.3. Prenatal stages of development 3.4. Factors affecting the prenatal development	John W. Santrock, (2007). <u>Child Development</u> 11 th ed
2/3	As class schedule	CHAPTER THREE: INFANCY(THE NEONATAL STAGE) 4.1. Characteristics of infancy 4.2. Physical development 4.3. Cognitive development 4.4. Language development 4.5. Emotional development Implication for ECCE professionals Hazards	Bukatko (2004). Child Development 5 th ed. A Thematic Approach. John W. Santrock, (2007). <u>Child Development</u> 11 th ed
3/4	As class schedule	CHAPTER FOUR: INFANCY (THE BABYHOOD STAGE) 5.1.Characteristics of babyhood 5.2 .Babyhood Physical Development 5.4 Babyhood Perceptual Development 5.5. Babyhood Cognitive Development 5.6.Babyhood Language Development 5.7 Babyhood Psychosocial Development Implication for ECCE professionals	Bukatko (2004). Child Development 5 th ed. A Thematic Approach. John W. Santrock, (2007). <u>Child Development</u> 11 th ed

5/6	As class schedule	CHAPTER FIVE: EARLY CHILDHOOD STAGE 6.1. Characteristics of Early Childhood Stage 6.2. Cognitive Development 6.3. Language Development 6.4. Physical Development 6.5. Psychosocial Development 6.6. Moral Development	Santrock John W. (1999). <u>Life span Development (7th.ed).</u> USA: Barbara M. Newman and Philip R. Newman, (2009). <u>Development through life.</u> A psychological approach.	
7/8	As class schedule	CHAPTER SIX: LATE CHILDHOOD STAGE 7.1. Characteristics of Late Childhood Stage 7.2. Cognitive Development 7.3. Language Development 7.4. Physical Development 7.5. Psychosocial Development 7.6. Moral Development Implication for ECCE professionals	Santrock John W. (1999). <u>Life span Development (7th.ed).</u> Barbara M. Newman and Philip R. Newman, (2009). <u>Development through life.</u> A psychological approach.	
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching				
Assessment methods continuous assessment (60%) and final exam.(40%)	Assessment type		Schedule	Weight
	Quiz	Introduction to child hood		10%
	Test 1.	theories OF development, the beginnings of life and genetic patterns		15%

	Test 2.	infancy(the neonatal stage), infancy (the babyhood stage)		15%
	Participation			5%
	Assignment	Theories of Human development		15%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			
References:	<p>Hall Elizabeth, (1983), Psychology Today: <u>An introduction</u> (5thed).New York: Random House, Inc.</p> <p>Hetherington Mavis E, (1979).<u>Child Psychology</u>: A Contemporary view point(2nd ed). USAMcGraw Hill Book Company</p> <p>Kalat James W, (1986). <u>Introduction to Psychology</u>. California: Wadsworth Publishing Company</p> <p>Lefrancois Guy R, (1983). <u>Psychology</u> (2nded) .California: Wadsworth Publishing Company.</p> <p>Papalia and Olds, (1982). <u>A Child's World</u>: Infancy Through Adolescence (3rd. ed.).USA: McGraw Hill Publishing Company</p> <p>Ruch John C, (1984). <u>Psychology</u>: The personal Science. California: Wadsworth Publishing Company</p> <p>Santrock John W, (1999). <u>Life-span Development</u> (7th.ed). USA: McGraw-Hill Publishing Company.</p> <p>Kelvin L. Seifert and Robert J. Hoffnung, (2000). <u>Child and Adolescent Development</u> 5th ed</p> <p>Danuta Bukatko, (2008).<u>Child and adolescent Development</u>. A Chronological approach</p> <p>Karen B. Owens, (2002). <u>Child and Adolescent Development</u>. An integrated Approach</p>			

	<p>John W. Santrock, (2007). <u>Child Development</u> (11th ed)</p> <p>David N. Sattler, et al., (2000). <u>Child Development in Context</u>. Voices and Perspectives 2nd ed</p> <p>Danuta Bukatko and Marvin W. Daehler , (2004). <u>Child Development</u>. A thematic approach. 5th ed</p> <p>E. Mavis Hetherington and Ross D. Parke, (1997). <u>Child Psychology</u>. A contemporary Viewpoint. 2nd ed</p> <p>Spencer A. Rathus, (2008). <u>Childhood and adolescence</u>. Voyages in Development. 3rd ed.</p> <p>John W. Santrock, (2000). <u>Children</u>. 6th ed.</p> <p>Elizabeth B. Harlock, (1980). <u>Developmental Psychology</u>. A life Span Approach. 5th ed.</p> <p>David R. Shaffer and Katherine Kipp, (2010). <u>Development Psychology</u>. Childhood and adolescence. 8th ed.</p> <p>Barbara M. Newman and Philip R. Newman, (2009). <u>Development through life</u>. A psychological approach. 10th ed.</p> <p>Barbara M. Newman and Philip R. Newman, (2000). <u>Development through life</u>. A psychological approach. 8th ed.</p>
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Module Title: Child development

Module Code: ECCE_M1031

ECTS: 24

Course Title: Play and the young child

Course code: ECCE1034

ECTS: 5

Course Description

The course aims to provide students with an understanding of play and its importance in the children's physical, social, emotional and cognitive developments. Students will be introduced to

the theoretical perspectives underlying the development of play in the preschool years and the different types of play that young children engage in. They will also gain an insight regarding their role as teachers and care givers in effectively interacting with children, creating conducive play environments and selecting and/or making suitable play materials for children and use play as medium of teaching and learning. Moreover, play as therapy will be treated.

Course Objective

At the completion of the course, students will be able to:

- ✎ Define the young children and describe the characteristic features marking the young children;
- ✎ Define the concept play and explain the types, categories, and stages of play;
- ✎ Explain the importance (contributions) of play to the overall development of the young children and early childhood education;
- ✎ Identify and describe the basic theories of play;
- ✎ Identify the roles of caregivers in facilitating the play experiences of the young children;
- ✎ Explain the factors affecting the play experiences of the young children;
- ✎ Create and maintain an environment which is conducive to young children's creative activities and overall development; and
- ✎ Demonstrate how the early childhood policy shapes children's experiences of play and overall development;

The Contents of the Course and Time Framework	
Week	Topics and Subtopics
1-2	<p>Chapter One: Introduction</p> <p>1.1. Definition and Characteristics of the Young Children</p> <p>1.2. Definition, Types, and Categories of Play</p> <p>1.3. Age Stages of Play</p>

	<p>1.4. Age-Appropriate Play for the Young Children</p> <p>1.5. Television, Video, and Computer Games</p>
3-4	<p>Chapter 2. The Importance of Play for Overall Development of the young Children</p> <p>2.1. Physical Development</p> <p>2.2. Social Development</p> <p>2.3. Emotional Development</p> <p>2.4. Cognitive/Intellectual Development</p> <p>2.5. Language Development</p> <p>2.6. Moral Development</p>
5-6	<p>Chapter 3. Theories of Play</p> <p>3.1. Classical Theories of Play</p> <p>3.1.1. Surplus Energy Theory</p> <p>3.1.2. Recreation or Relaxation Theory</p> <p>3.1.3. Practice or Pre-exercise Theory</p> <p>3.1.4. Recapitulation Theory</p> <p>3.2. Modern Theories</p> <p>3.2.1. Psychoanalytic Theory</p> <p>3.2.2. Arousal Modulation Theory</p> <p>3.2.3 Meta Communicative Theory</p> <p>3.2.4. Cognitive Theories (Cognitive Developmental and Sociocultural Theories)</p>
7	<p>Chapter 4. Importance of Play in Early Childhood Education</p> <p>4.1. Understanding the Environment</p> <p>4.2. School Readiness</p> <p>4.3. Social Interactions</p> <p>4.4. Learning Literacy and Numeracy</p>

7-9	<p>Chapter 5. Learning through Play</p> <p>5.1. Learning through Dramatic Play</p> <p>5.2. Learning through Sand Play</p> <p>5.3. Learning through Water Play</p> <p>5.4. Learning through Dough and Clay Play</p> <p>5.5. Learning through Table Top Play</p> <p>5.6. Learning through Small World Play</p> <p>5.7. Learning through Construction Play</p> <p>5.8. Learning through Creative Play</p>
10	<p>Chapter 6. Factors Affecting Children's Experiences of Play</p> <p>7.1. The Conduciveness of the Playing Environment</p> <p>7.2. The Appropriateness and Adequacy of the Playing Materials</p> <p>7.3. Assistance and Supervision</p>
11-12	<p>Chapter 7. The Roles of Caregivers in the Young Children's Play Experiences</p> <p>6.1. The Roles of Parents</p> <p>6.2. The Roles of Teachers</p> <p>6.3. The Roles of Children's Care centers</p>
Assessment Methods	
1. Continuous Assessment (60%)	Assessment Type
	Quizzes
	Test 1- Chapter 1 and 2

2. Final Examination (40%)	Test 2- Chapter 3 and 4
	Assignment –Observation of young children at kindergarten and identify the major types of play in which they engage and categorize the play activities using theories of play.
	Final Exam-Chapter 1-Chapter 8

Continuous Assessment

Two Tests (30%)

Quiz (10%)

Group and individual assignment (15%)

Participation (5%)

Final examination (40%)

References

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Piaget, J. (1962). Play, dreams and imitation in childhood. New York, Norton.

Vygotsky, L.S. (1977): Play and its role in the mental development of the child. Play: its role development and evolution. In Bruner, J.S., Jolly, A., & Sylva, K. (Eds). New York, Basic Book

Module Title: Child development

Module Code: ECCE_M1031

ECTS: 24

Course Title: Child Development II

Course code: ECCE1032

ECTS: 5

Course Description

This course introduces the major theories of child development and application of these theories to understanding and improving the well being of children, within complex social systems. In this course students will be introduced to a wide range of theories in child development.

Course Objectives

After completion of this course students will be able to:

1. Explain the nature and functions of developmental theory in the study of child development.
2. Survey classic and recent theories of child development.
3. Compare and evaluate the breadth, accuracy, precision, and utility of child development theories
4. Apply theoretical analysis to issues of child development, education, and socialization in order to solve practical problems of children, parents, teachers and caregivers.
5. Familiar in conceptual terms and write a logical and concise paper that presents the topic in a convincing, scholarly and well-documented way.
6. Acquire basic information necessary to move toward developmental competence in practice.

Week	Date/ contact	Topics and subtopics	Text books (text books available in the library, include page numbers
1		Chapter One- 1. INTRODUCTION 1.1 Overview of basic terms & theories of development	R. Murray Thomas, (2005), Comparing theories of child development,

		1.2 What is a theory? 1.3 Research-practice gap	Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.
2		Chapter Two 2. Theories of biology and brain development(Theory and Application) 2.1 Maturation theory of Arnold Gessell 2.2 Maturationism theory of G. Stanley Hall 2.3 Ethology Perspective of Konrad Lorenz 2.4 Evolutionary developmental theory of Charles Darwin 2.5 Nativism (Theory and Application) 2.6 Neuroconstructivism (Theory and Application) 2.7 Mind, Brain, & Education (Theory and Application)	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.
3		Chapter Three 1. Emotional and Psychosocial development (Theory and Application) 1.1 Erikson's Psychosocial theory 1.2 Attachment theory of John Bowlby 1.3 Attachment theory of Mary Ainsworth	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.
4		Chapter Four 2. Psychoanalysis Theory (Theory and application) 2.1 Sigmund Freud's Psychoanalysis 2.2 Anna Freud's ego development	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> .

		2.3 Carl Jung's Psychological Approach to childhood 2.4 Alfred Adler Individual Psychology 2.5 Horney's socio-cultural approach	NY, NY: Worth Publishers.
5		Chapter Five 3. Behavioral Theories (Theory and Application) 3.1 B.F Skinner's Operant Conditioning 3.2 Ivan Pavlove Classical Conditioning 3.3 Joh Watsen Behaviorism 3.4 Albert Bandura's Social cognitive theory 3.5 Social Contextualism	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.
6		Chapter Six 4. System Theory (Theory and Application) 4.1 Bronfenbrenner's bioecological Systems Theory 4.2 Gibson's Ecological Theory of Perceptual Development 4.3 Dynamic system theory 4.4 Life course theory	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.
7		Chapter Seven 5. Cognitive-Developmental Approach-(Theory and Application) 5.1 Jean Piaget's Cognitive development theory 5.2 Vygotsky's Socio-cultural development theory 5.3 Information Processing Model (Noam Chomsky) 5.4 Multiple Intelligences (theory and application) 5.5 Neo Piagetians on Cognitive development 5.6 Situated Cognition (theory and application)	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.

		5.7 Elizabeth Spelke Core-Knowledge Approach			
8		Chapter Eight 6. Theories of Moral Development-(Theory and Application) 6.1 Kohlberg’s Moral Development theory 6.2 Carol Gilligan’s Moral development theory 6.3 Jean Piaget on Moral development 6.4 Damon’s view of Moral Identity	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.		
		Chapter Nine 7. Theories of Play and Children’s Development -(Theory and Application) Classical Theories of Play: 9.1 Surplus energy theory 9.2 Renewal of energy theory 9.3 Recreation theory Modern theories of play: 9.4 Arousal modulation theory 9.5 Bateson’s communication and metacommunication 9.6 Mead’s theory of self 9.7 Vygotsky’s Sociocultural theory	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.		
Mode of delivery/teaching, discussion, micro-teaching					
Assessment methods continuous assessment (60%) and final exam.	Assessment type	Topics	Schedule	Weight	
	Quiz			10%	
	Test I			15%	
	Test II			15%	

(40%)	Assignment			15%
	Participation			5%
	Final Exam.			40%
	TOTAL 100%			
Course polices	Preparedness: Students shall read before coming to classroom Participation: Students must actively participated in class (ALM) Class attendance: Students ought to attend all sessions. Plagiarism: All reviewed materials should be duly acknowledged. Grading system: Fixed			
References	R. Murray Thomas, (2005), Comparing theories of child development, Miller, P. (2002). <i>Theories of Developmental Psychology</i> . NY, NY: Worth Publishers.			

Module Title: Child development

Module Code: ECCE_M1031

ECTS: 24

Course Title: Child cognitive and language development

Course code: ECCE 1033

Course ECTS: 4

Course Description

This course intended to provide students regarding how children learn the basic elements of language ó sounds, meaning and grammar. Students will also learn how children use language and use language skills to access information and use it effectively and develop positive attitude to language. Moreover, to achieve these broad aims the course will Introduce students to what language is and how children acquire language, give you broad-based knowledge of the theories of language acquisition. This course also covers various aspects of cognitive development, such as attention, learning, decision-making, cognitive control and working memory, and how they relate to children's everyday life and Understand the reciprocal links among the brain, cognition, and the environment in the dynamic context of development

Objective

By the end of this course you should be able to:

- Define what language is and discuss the stages of language development in the early years.

- Discuss how children acquire language
- Explain how children use language
- Discuss what mother tongue , the second language and bilingualism is
- Examine the theories relevant to language acquisition of the child
- Demonstrate practical activities that will enhance acquisition of language
- Acquire in depth knowledge of how children think about various domains at different ages.
- Develop an understanding of how a child's thinking changes over time.
- Develop an understanding of how cognitive development research is conducted
- Demonstrate an understanding of how cognitive development and brain development are mutually supportive

Schedule			
Week	Contact hours	Topics and subtopics	
		Unit 1: Cognitive Development in early Childhood 1.1. Overview of cognitive development 1.2. Milestones in Cognitive Development 1.3. Characteristics of child cognitive development 1.4. Methods for studying Cognitive Development 1.5. Brain Development and Cognition	
		Unit 2. Theories of Cognitive Development 2.1. Piaget's theory 2.2. social Constructivist theories; Vygotsky 2.3. Information Processing Models 2.4. Theory of Mind and Metacognition 2.5. Intelligence Theories	
		Unit 3: Major Aspects and process of Cognitive Development in Early Childhood 3.1. Prenatal & Neural Development 3.2. Perceptual Development 3.3. Number Cognition 3.4. Language Acquisition and cognition 3.5. Conceptual Development 3.6. Reasoning	

		3.7. Memory Development 3.8. Reasoning and Problem solving 3.9 Social cognition 3.10. Spatial development in childhood	
1	As class schedule	Unit four: Language Development in the Early Years 4.1. What is Language? 4.2. Stages of Language Development 4.3. Factors Influencing Language Development 4.4. The Process of Language Acquisition 4.4.1. What is Language Acquisition? 4.4.2. Is Language Acquired or Innate? 4.4.3. The Process of Language Acquisition	
		Unit 5: Theory of Language Development 5.1. The Behaviourist View About Language Acquisition 5.2. Vygotsky's Cultural/Cognitive Theory of Language Acquisition 5.5.1. Vygotsky's Cultural/Cognitive Theory 5.5.2. The Basis of Vygotsky's Theory 5.5.3. Educational Implication of Vygotsky's Theory 5.5.4. Maturationist Theory of Language Acquisition 5.5.5. Maturation Theory of Language Development 5.5.6. Language Learning Principles Based on Maturation Theory Implications of Maturation Theory in Early Years	
		Unit 6: The Role of Language in Early Years 6.1. Language Use 6.2. Children Use Language to Communicate 6.3. Children Use Language to Regulate and Control Behaviour 6.4. Children Use Language to solve Problem	

		Unit 7: Mother Tongue, English Language and Bilingualism in Early Years 7.1. Mother Tongue in Early Years 7.2. Bilingualism in Early Years 7.3. English Language in Early Years National Language Policy		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, cases, role play, educational visit				
Assessment methods continuous assessment (60%) and final exam.(40%)	Assessment type		Schedule	Weight
	Quiz			10%
	Test 1.			15%
	Test 2.			15%
	Group Assignment			15%
	Individual Assignment			10%
	Attendance			5%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			
References:				

Module Title: Child development

Module Code: ECCE_M1031

ECTS: 24

Course Title: Child Psychopathology

Course Code: ECCE2035

ECTS: 5

COURSE DESCRIPTION

This advanced child psychopathology course study about mental disorders that arises in childhood and adolescence scientifically. It is a critical examination of child and adolescent psychopathology, focusing on assessment, diagnosis, etiology and treatment. The course reviews difficulties ranging from mild and transient difficulties to serious and chronic developmental and non developmental disorders. The course will also involve critical analysis of case studies of children experiencing a wide variety of difficulties. These examinations will, in turn, introduce tactics for intervention.

Child psychopathologists concentrate on developmental process. Thus the field of child psychopathology is intertwined with the field of developmental psychopathology, which is the study of the origins and lifespan development of psychopathology. The dynamic research and interventions in these fields are concerned with cognitive, emotional, and behavioral development in psychosocial contexts, focused on transitions in family, school, community, and culture. Perspectives from developmental child psychopathology in this course are concerned with situations and dynamics in child development that contribute to disorder, risk, vulnerability, protective factors, and resilience. Specific disorders to be reviewed include: attention-deficit/hyperactivity disorder, conduct disorder and other disruptive behavior disorders, autism, anxiety disorders of childhood, affective (mood) disorders, substance use disorders, and eating disorders. Child psychopathology course will be delivered with practical attachment in mental health service settings like Joy Autism center....as a partial fulfillment of the course. Hence, its experience is an opportunity for students to apply concepts learned in the classroom to real-life children scenarios and demonstrates students' ability to perform in a professional setting.

COURSE OBJECTIVE

At the end of the course, students will be able to:

- Develop an understanding about concepts and definitions of child psychopathology
- Understand the historical development child psychopathology
- Review all basic areas and diagnoses in the field of child psychopathology.
- Intensive review of symptomatology and diagnosis in all areas of child psychopathology.
- Examine the epidemiology, Familial Pattern, Course, Specific Culture and Gender Features of each mental disorder in children
- Assess the causes of each children's mental disorder from the view point of heredity and/or environment
- Know how clinically assess children's abnormal behavior
- Assist students in case study, diagnosis and case formulation for treatment planning
- Introduce intervention for all major children's abnormal behaviors
- Relate each disorder from different dimensions in relation to the objective realities of Ethiopia. (i.e., prevalence, nature, attitude of the society etc)
- Comment on the medical, psychiatric and/or psychological services to the children who are mentally ill in Ethiopia
- Examine more appropriate models of treatment for children with abnormal behavior.
- Promote child psychopathology as an enriching area of research and practice.

In the practical work, students will be expected to:

- Ψ Demonstrate the ability to establish and maintain a helpful and supportive counseling/therapeutic relationship.
- Ψ Demonstrate conceptualizing skills: the ability to identify children concerns, goals, self defeating behaviors, problems as well as strengths.
- Ψ Demonstrate intervention skills: the ability to identify, develop and apply various counseling skills, techniques and theoretical approaches.
- Ψ Demonstrate personalization skills: the ability to identify personal style and philosophy of counseling, adapt theories and techniques.
- Ψ Display enthusiasm and commitment to the counseling profession.

Chapter One: The Foundations of Child Psychopathology

- 1.1 Definition and nature of Child Psychopathology
- 1.2 History of Child Psychopathology
 - 1.2.1 Foundations and early history of Child Psychopathology
 - 1.2.2 Recent history of Child Psychopathology
- 1.3 Activities and employment settings of Child Psychopathology
- 1.4 Common areas of specialization in Child Psychopathology
- 1.5 Ethical Issues in Child Psychopathology
- 1.6 Research methods in Child Psychopathology

Chapter two: Theoretical Paradigms in Psychopathology in approaching and treating Abnormality

- 2.1 Biological Model
- 2.2 Psychoanalytic Model
- 2.3 Humanistic Model
- 2.4 Behavioral Model
- 2.5 Cognitive Model
- 2.5 socio-cultural Model

Chapter Three: Assessment in Child Psychopathology

- 3.1 Definition of clinical and psychological assessment for children
- 3.2 The Importance of assessment in Child Psychopathology
- 3.3 Steps in the Assessment Process
- 3.4 Case Analysis in Child Psychopathology
- 3.5 Clinical Interview
 - 3.5.1 Types of interview
 - 3.5.2 Potential threats to effective interview
- 3.6 Clinical Observation
 - 3.6.1 Behavioral observations
 - 3.6.2 Naturalistic observation
 - 3.6.3 Controlled observations
 - 3.6.4 Checklist and inventories
- 3.7 Cognitive and Personality assessment in Child Psychopathology

- 3.7.1. The concept of intelligence
- 3.7.2 Types of Intelligence testing
 - 3.1.2.1 Individual Intelligence
 - 3.1.2.2 Group intelligence
- 3.7.3 Personality testing
 - 3.1.3.1 Objective testing
 - 3.1.3.2 Projective testing
- 3.7.4 Neuropsychological Assessment
- 3.7.5 Clinical judgment
- 3.7.6 Communicating assessment results

Chapter Four: Diagnosis and Classification and Case Formulation in Child Psychopathology

- 4.1. Importance of Diagnosis
- 4.2. Classification systems
- 4.3 Case Formulation
 - 4.3.1 The meaning of Case Formulation
 - 4.3.2 Purpose, Principles and Characteristics of Case Formulation in children with mental disorders
- 4.4. What is Mental Illness?
 - 4.4.1 Causal attribution for the cause and treatment of mental illness in Ethiopia

Chapter Five: BEHAVIOR DISORDERS

- 5.1 Attention-Deficit/Hyperactivity Disorder
- 5.1 Disruptive Behaviour Disorders
 - 5.1.1 Conduct Disorder
 - 5.1.2 Oppositional Defiant Disorders
- 5.3 Causes of Behavioral Disorders
 - 5.3.1 Biological causes of Behavioral Disorders
 - 5.3.2 Psychological causes of Behavioral Disorders
 - 5.3.3 Social causes of Behavioral Disorders
- 5.4 Epidemiology of Behavioral Disorders

5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Behavioral Disorders

5.6 Treatment of Behavioral Disorders

5.6.1 Biological Treatment of Behavioral Disorders

5.6.2 Psychological Treatment of Behavioral Disorders

5.6.3 Social Treatment of Behavioral Disorders

Chapter Six: EMOTIONAL AND SOCIAL DISORDERS

6.1 Childhood Mood Disorders

6.2 Childhood Anxiety Disorders

6.3 Childhood Posttraumatic Stress Disorder

6.4 Social Withdrawal in Childhood

6.5 Causes of Emotional and Social Disorders

5.3.1 Biological causes of Emotional and Social Disorders

5.3.2 Psychological causes of Emotional and Social Disorders

5.3.3 Social causes of Emotional and Social Disorders

5.4 Epidemiology of Emotional and Social Disorders

5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Emotional and Social Disorders

5.6 Treatment of Emotional and Social Disorders

5.6.1 Biological Treatment of Emotional and Social Disorders

5.6.2 Psychological Treatment of Emotional and Social Disorders

5.6.3 Social Treatment of Emotional and Social Disorders

Chapter Seven: DEVELOPMENTAL AND LEARNING DISORDERS

7.1 Autistic Disorder

7.2 Rett's Disorder

7.3 Asperger syndrome

7.4 Childhood Disintegrating disorder

7.5 Childhood-Onset Schizophrenia

7.6 Mental Retardation (Intellectual Disabilities)

7.7 Learning Disabilities

7.8 Causes of Developmental and Learning Disorders

5.3.1 Biological causes of Developmental and Learning Disorders

5.3.2 Psychological causes of Developmental and Learning Disorders

5.3.3 Social causes of Developmental and Learning Disorders

5.4 Epidemiology of Developmental and Learning Disorders

5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Developmental and Learning Disorders

5.6 Treatment of Developmental and Learning Disorders

5.6.1 Biological Treatment of Developmental and Learning Disorders

5.6.2 Psychological Treatment of Developmental and Learning Disorders

5.6.3 Social Treatment of developmental and learning disorders

Chapter Eight: INFANTS AND CHILDREN AT RISK FOR DISORDER

8.1 Disorder and Risk for Disorder during Infancy and Toddlerhood

8.2 Child Maltreatment

8.2.1 Physical Abuse

8.2.2 Emotional Abuse

8.2.3 Sexual Abuse

Chapter Nine: EATING AND HEALTH-RELATED DISORDERS

9.1 Eating Disorders

9.1.1 Anorexia Nervosa

9.1.2 Bulimia Nervosa

9.2 Health-Related Disorders

9.2.1 Nutrition-Related Problems

9.2.1.1 Food intake problems

9.2.1.1.1 Obesity

9.2.1.1.2 Phenylketonuria (PKU),

9.2.1.1.3 Cystic fibrosis

9.2.1.2 Elimination Disorders

9.2.1.2.1 Enuresis

9.2.1.2.2 Encopresis

9.2.2 Medical problems with a primarily psychosocial etiology

9.2.2.1 Sleep Disorders

9.2.2.2 Somatoform Disorders

9.2.3 Disorders with Minor Disease-Related Pain but Life-Threatening Potential

9.2.3.1 Children with Diabetes Mellitus,

9.2.3.2 Children with Epilepsy

9.2.3.3 Children with Asthma

9.2.3.4 Childhood Cancer

9.2.3.5 Children with HIV/AIDS

1. COURSE LOGISTICS

Class location, duration and meeting hours of the course will be arranged based on the schedule prepared by the department. Change will be announced in class.

2. COURSE ASSESSMENT

8.1 Individual and Group Assignment

Requirements and modes of evaluation will be seated and communicated to students in the class. For the purpose of students' advancement for the course, the assessment will include practical internship, case formulation and group assignment. Let's see in-depth as follow

8.1.1 Practice: Students are required to work for 40 total hours in a setting approved by their respective & course coordinator & supervisor. The on-site supervisor will complete evaluations of the student at the midterm and final week of the practical internship sessions. During students' internship at Joy Autism center, students are expected to analyze one case formulation starting from initial consultation up to Treatment plan. Therefore, Case Formulation will be an individual assignment.

8.1.2 Case Presentation: Students are required to conduct one case conceptualization with presentation to be held in the class. The presentation should consist of an overview of the case, including relevant demographic information, presenting problems, diagnosis, course of intervention, and follow-ups. Ideally, the case presentation will result in an active discussion

among those in attendance. Plan to spend 20 minutes on this presentation. This will be weighted 15%.

8.1.3 Group Assignment: students are expected to review various mental disorders in children with their group members. Students are expected to submit the assignment as scheduled. But failing to do so result on total deduction of what is allotted. This also will be weighted 15%.

8.2 Examination

As part of continuous assessment, there will be one quiz, two midterm exam and a final examination. Exams will consist of objective and subjective questions that will be taken from class lecture and reading assignment. Students are expected to take exams as scheduled. Students who miss the two exams will not be given make up exams except those with permitted under extenuating circumstances. Make up exams must be taken as soon as possible after the scheduled exam date. Bear in mind that cheating or any attempt to cheat will at least nullify your result in the specified exam.

To sum up, the course will be summarized through the following table as follow.

3. COURSE POLICIES

- ✓ Students are expected to attend class and arrive on time. A student who missed 20% of the class in the course would be deleted from the list of students who take the course. Thus under extenuating circumstances, students need to secure permission from the course instructor.
- ✓ Student participation and discussion are encouraged and expected in this course. Students will collect resource materials on disorders, and make presentations on the current state of knowledge of these disorders. The course will include much case study.
- ✓ Missing individual meetings will result in deduction of points.
- ✓ Students are responsible for coping materials, submitting the assignment on time and the consequence of any cheating attempt on exams.
- ✓ Please, set your cell phones to vibrate or silent.

4. REQUIRED TEXT –BOOKS AND MATERIALS

- Cathryn A. Galanter, & Peter S. Jensen (2009) DSM-IV-TR Casebook and Treatment Guide for Child Mental Health American Psychiatric Publishing, Inc. New York, United States of America
- Dante Cicchetti & Donald J. Cohen (2006) Developmental Psychopathology: Theory and Method (2nd edition) John Wiley & Sons, Inc. Hoboken, New Jersey.
- Eric J. Mash & Russell A. Barkley (2003) Child Psychopathology (2nd edition) The Guilford Press, New York, United States of America
- Linda W. (2005) Essentials of Child Psychopathology: John Wiley & Sons, Inc. Hoboken, New Jersey.
- Randy W. Kamphaus & Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children Dimensional and Categorical Approaches: John Wiley & Sons, Inc., Hoboken, New Jersey.
- Robert J. Weis (2013) Introduction to Abnormal Child and Adolescent Psychology (2nd), SAGE Publications, ISBN-13: 978-1452225258

Module Title: Children with Special Needs Education

Module Code: SNE_M2051

ECTS: 6

Course Title: Children with Special Needs and Inclusive Education

Course Code: SNE2051

ECTS: 6

Course Description

This course will uncover issues of children with special needs and related practices. Students will learn various identification, assessment and intervention mechanisms of children with special needs. This will include all students with special needs; sensory impairments, physical and health impairments, intellectually challenged, emotional and behavior disorders, learning disabilities, communication disorders, gifted and talented student, and those at risk because of different reason (student who are environmentally and culturally deprived, abused, torched, abandoned, and orphaned and vulnerable) who need special attention of educational support. The course gives you the chance to study the specific developmental characteristics of each group of students with special needs and come up with appropriate educational and psychosocial supports.

Course Objective

At the end of this course students will be able to:

- Understand the concept of special educational needs and related terms.
- Appreciate the importance of early inclusion
- Recognize the needs and potentials of children with special needs in different settings
- Know different categories of children with special educational needs.
- Understand causes and developmental profiles of children with different disabilities,
- Recognize identification, assessment and intervention strategies of children with special needs.
- Know about learning needs and styles of students with special needs
- Provide appropriate educational and psychosocial intervention to children with special needs.

Course Objective	At the end of this course students will be able to: <ul style="list-style-type: none">➤ Understand the concept of special educational needs and related terms.➤ Appreciate the importance of early inclusion➤ Recognize the needs and potentials of children with special needs in different settings➤ Know different categories of children with special educational needs.➤ Understand causes and developmental profiles of children with different disabilities,➤ Recognize identification, assessment and intervention strategies of children with special needs.➤ Know about learning needs and styles of students with special needs➤ Provide appropriate educational and psychosocial intervention to children with special needs.
Pre-requisites	
Course status	Major

Schedule	
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Week	Contact hours	Topics and subtopics	Reference
1	As class schedule	UNIT ONE: Understanding Students with Special Needs 1.1. Definition of key terms 1.2. Identification, assessment, and intervention 1.3. Trends in educating children with special needs 1.4. Placement options of children with special needs 1.5. Inclusive Education and early childhood inclusion	Solomon M. (2008). <i>Handbook of special needs Education</i> . Unpublished reading material
1	As class schedule	UNIT TWO: Children with Visual Impairment 2. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of visual impairment	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(456-476)
2	As class schedule	UNIT THREE: Children with Hearing Impairment 3. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Hearing Impairment	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(434-454)
2/3	As class schedule	UNIT FOUR: Children with Intellectual Disability 4. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Intellectual Disability	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource,</i>

			and, Practice (5th. ed.). P(335-351)
3/4	As class schedule	UNIT FIVE: Children with Physical and Health Impairments 5. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Children Physical and Health Impairments	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice (5th. ed.).</i> P(407-433)
4/5	As class schedule	UNIT SIX: Children with Communication Disorder 6. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Children with Communication disorder	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice (5th. ed.).</i> P(271-291)
5	As class schedule	UNIT SEVEN: Children with Specific Learning Disabilities 7. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of children with learning disabilities	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice (5th. ed.).</i> P(185-214)
		UNIT EIGHT: Children with Social, Emotional, and Behavioral Disorders 8. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of children with social, Emotional, and behavioral disorders	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice (5th. ed.).</i> P(215-245)

		UNIT NINE: Autistic Children 9. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention of Autistic children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(312-334)
		UNIT TEN: Vulnerable children/Children At Risk 10. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention of vulnerable children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(247-269)
		UNIT ELEVEN: Gifted and Talented Children 11. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of gifted and talented children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(353-373)

PART TWO – INCLUSIVE EDUCATION

	Appreciate the meaning and nature of inclusive education	meaning and nature of inclusive education	-interactive lecturing -group discussion	-Question and answer Assignment	K, L6
	Be clear why inclusive education is important	Why inclusive education?	interactive lecturing -group discussion	-Question and answer Assignment	
	Understand early childhood inclusion	early childhood inclusion	interactive lecturing -group discussion	-Question and answer Assignment	

	Appreciate the different conventions on the right of children on inclusive education	conventions on the right of children on inclusive education	-interactive lecturing -group discussion	-Question and answer	K, L6
	Make plans and address the needs of students in class room setting	Make plans and address the needs of students in class room setting	-interactive lecturing -group discussion	-Question and answer	K,L2
	Identify stockholders in the process of inclusive education	Stakeholders in the process of inclusive education	interactive lecturing -group discussion	-Question and answer	K,L2
	Appreciate the early intervention strategies in preschool	early intervention strategies in preschool	-interactive lecturing -group discussion	-Question and answer	K, L6
	Be familiar about Individual education plan	Individual Education plan	lecturing -group discussion	Question and answer -assignment	K.L1

Mode of delivery	Block
Delivery of teaching	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	Quiz (10%); Test (30%) Group assignment with presentation (15%) Attendance and participation (5%) final examination 40%

References:	<p>Glen P. Aylward. (2003) <i>Practitioner's Guide to Behavioral Problems in Children</i>.</p> <p>Heward,L.H.(2006). <i>Exceptional Children: An Introduction to Special Education</i>. New Jersey; Pearson prentice Hall.</p> <p>Hallahan, P.D. & Kauffman, M.J. (2006). <i>Exceptional Learners: An</i></p>
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	<p>introduction to Special Education (10th Ed.).USA: Pearson Education, Inc</p> <p>Kirk, S., Gallagher, J., Coleman, M. & Anastasiow, N. (2009). Educating Exceptional Children (12th ed.). Boston New York: Cengage Learning, Inc, Houghton Miffl in Harcourt Publishing Company.</p> <p>Penny Low Diener. (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.).</p> <p>Richard and Jennifer, (2011). <i>An Introduction to young Children with Special needs: Birth through age Eight</i> (3rd ed.)</p> <p>Solomon M. (2008). <i>Handbook of special needs Education</i>. Unpublished reading material. Ambo Ethiopia.</p>
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Module name: Pedagogical skills and management of early childhood care and education

Module code: ECCE_M 2041

Module ECTS: 35

Course Title: Pedagogy in Early Childhood Education

Course code: ECCE 2041

ECTS: 5

Course Description	<p>This course is designed to equip students with the know-how and skills of implementing different teaching strategies that enhance physical, cognitive, social, and emotional development of young children. The course addresses such topics as meaning and purposes of teaching, duties and responsibilities of preschool teacher, qualities of effective preschool teacher, philosophies and methods of teaching young children, instructional design for preschool children and management of preschool classroom.</p>
Course Objectives	<p>At the end of this course student will be able to:</p> <ul style="list-style-type: none"> ☞ understand a range of pedagogical skills and strategies to develop a better interactive relationship with children ☞ organize classroom and outdoor learning environments for better learning of children ☞ explain why and how to use different teaching methodologies and appropriate resources in a meaningful way. ☞ reflect on the goal of child pedagogy and adjust his/her teaching methods

	<p>accordingly.</p> <ul style="list-style-type: none"> ↳ develop the skills of instructional planning and quality monitoring ↳ comprehend how children can learn and perform to their full potential, and understand the role he/she plays in this process ↳ guide and managing behavior of young children
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Schedule			
Week	Contact hours	Topics and subtopics	References
1 & 2	As per class schedule	Unit One: Introduction <ul style="list-style-type: none"> 11.1. What is meant by “Pedagogy”? and Why is pedagogy important 11.2. Models of Early Childhood Pedagogy 11.3. Professional roles and responsibilities of early childhood teacher 11.4. Marks and Qualities of good early childhood educator 11.5. Pedagogical Principles and Practices in early childhood 	<p>Wall, S. Litjens, I. & Taguma, M. (n.d). <i>Early childhood education and care pedagogy review</i> (page 21 - 26).</p> <p>Australian Government Department of Education (2009). <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> (page 14 - 17).</p>
3 – 6	As per class schedule	Unit Two: Organizing Classroom and Outdoor Learning Environments <ul style="list-style-type: none"> 2.1. Key Organizational Principles <ul style="list-style-type: none"> 2.1.1.Principle 1: Developmentally Appropriate Learning Environments 2.1.2.Principle 2: Inclusion 2.1.3.Principle 3: Balance 2.1.4.Principle 4: Continuity and Flexibility 2.1.5.Principle 5: Safety 2.2.Selection of Classroom Materials and Equipments <ul style="list-style-type: none"> • Familiarity • Durability • Safety • Scale • Variety and Supply • Open-Ended Materials • Teachers as Educational Material 2.3.Organizing Classroom Learning Centers 2.4.Organizing Outdoor Learning Centers 	<p>White S. C. & M. Coleman (2000). Early childhood education building a philosophy for teaching. Merrill Prentice-Hall, an imprint of Pearson Education, Inc. (page 286 - 328)</p> <p>Knopf, H. T & Kerrie Welsh, K.L (2010). <i>Preschool Materials Guide</i>. Child development research center.</p>
Course status		Major	

6 – 10	As per class schedule	Unit Three: Method of Teaching in Early Childhood 3.1. Definition of teaching methods 3.2. Classifications of teaching methods in early childhood 3.3. Commonly applied teaching methods in early childhood education 3.3.1. Demonstration Method 3.3.2. Describing 3.3.3. Questioning Method 3.3.4. Group Method 3.3.5. Story Telling Method 3.3.6. Project Method 3.3.7. Discussion Method 3.3.8. Montessori Method 3.3.9. Activity Method 3.3.10. Role Playing Method 3.3.11. Phonic Method 3.4. Selection of teaching methods	MacNaughton, G. & Williams G. (2004). <i>Teaching Young Children: Choices in Theory and Practice</i> . Pearson Education Australia Early Childhood Education. Teaching material prepared by national open university of Nigeria (2006)
10 - 13	As per class schedule	Unit Four: Instructional Planning and Quality Monitoring 6.1. Definition of Instructional Planning 6.2. Importance of Instructional Planning 6.3. The Purpose of Instructional Planning 6.4. Basic Questions of Instructional Planning 6.5. Basic Components of an Instructional Planning 6.6. Types of Instructional Plan 6.7. Instructional Objectives 6.8. Monitoring quality of implementation of ECCE pedagogy 6.8.1. Definitions of, and perspectives on, quality in pedagogy 6.8.2. Monitoring quality in ECEC settings	Wall, S. Litjens, I. & Taguma, M. (n.d). <i>Early childhood education and care pedagogy review</i> (page 65 – 76)
14 - 15	As per class schedule	Unit Five: Guiding and Managing the Behavior of Young Children 6.1. Defining Behavior Management 6.2. The Goal of Behavior Management 6.3. Child Guidance Versus Child Obedience 6.4. Behavior Management Models	White S. C. & Coleman (2000). <i>Early childhood education building a philosophy for teaching</i> . Merrill Prentice-Hall, an imprint of Pearson Education, Inc. (page 330 – 356)

Mode of delivery/teaching-learning methods: Gapped lecture, Problem-based learning, discussion, micro-teaching, case studies, role play, educational visit			
Assessment methods consists of continuous assessment (60%) and final exam (40%)	Assessment type		Weight
	Test 1		20%
	Test 2		20%
	Group Assignment		15%
	Class attendance and active participation		5%
	Final Exam.	From all topics listed above	40%
	TOTAL 100%		
References:	<p>Early Childhood Education. Teaching material prepared by national open university of Nigeria (2006)</p> <p>Globe. N and Porter J. (1977). The changing Role of the Teacher; Paris: the UNESCO press.</p> <p>Maria Montessori ().The Montessori Method. Scientific Pedagogy as Applied to Child Education in "The Children's Houses" With Additions and Revisions by the Author. Translated from the Italian by Anne George. With an Introduction by Professor Henry W Holmes.</p> <p>MacNaughton, G. & Williams G. (2004). Teaching Young Children: Choices in Theory and Practice. Pearson Education Australi</p> <p>Wall, S. Litjens, I. & Taguma, M. (n.d). Early childhood education and care pedagogy review</p> <p>White S. C. & Coleman (2000). Early childhood education building a philosophy for teaching. Merrill Prentice-Hall, an imprint of Pearson Education, Inc.</p>		

Module Name: Pedagogical skills and management of early childhood care and education

Module Code: ECCEM 2041

Module ECTS: 35

Course Title: Curriculum design and development for early childhood care and education

Course code: ECCE 2046

ECTS: 5

Course Description

This course provides students with foundational knowledge of the principles of curriculum and instruction in early childhood education. It introduces students to the important frameworks for planning, implementing, and evaluating curricula as it impacts child development and the various content areas. Consideration will be given to the basic principles involved in the development of curricula for young children including the relationship between the physical, social, emotional, and intellectual growth and development of young children and how it relates to different curriculum areas, such as math, literacy, science, and expressive arts.

Course Objective:

Upon successful completion of this course, the student will be able to:

- ✓ Evaluate the teachers' role in providing the best and promising practices in early childhood education.
- ✓ Apply knowledge of children's learning and development in designing, implementing and evaluating developmentally appropriate play-based curriculum in areas such as: social and emotional, language and literacy, large and small motor, creativity and the arts, mathematics and science.
- ✓ Identify key ways in which the environment functions as an essential component of curriculum.
- ✓ Describe and demonstrate how curriculum plans can be designed for inclusion of children with special needs and for dual language learners
- ✓ Explain the progression of curriculum development from simple to complex and concrete to abstract and demonstrate how these concepts are essential for curricular design.

Unit 1: Fundamentals in Early Childhood Curriculum

1.1 Definition of Curriculum

1.2 Definition of Some Curriculum Terms

1.2.1 Formal Curriculum

1.2.2 Hidden Curriculum

1.2.3 Core Curriculum

1.2.4 School Curriculum

1.2.5 Education and Curriculum

1.2.6 Early Childhood Education and Curriculum

1.3 Theoretical Foundations of the Pre-School Curriculum Major Contributors

1.3.1 Martin Luther

1.3.2 John Amos Comenius (Czech: 1592 – 1670)

1.3.3 Jean Jacques Rousseau (French: 1712 – 1778)

1.3.4 John Heinrich Pestalozzi (Swiss: 1746 – 1827)

1.3.5 Friedrich Wilhelm Froebel (German 1782 – 1852)

1.3.6 Maria Montessori (Italian: 1870 – 1952)

1.3.7 Sigmund Freud (Austrian: 1856 – 1939)

1.3.8 Erik Erikson (American)

1.3.9 Jean Piaget (Swiss: 1896 – 1980)

Unit 2: Early Childhood Development

2.1 Physical and Psychological Safety Needs

2.2 Knowledge Construction

2.3 Learning Through Social Interactions

2.4 Learning Through Play

2.5 Interests Motivate Learning

2.6 Individual Variation Characterizes Development

2.7 Dimensions of Child Development

2.8 Differences And Integration

2.9 Activities Promoting Psychological Interaction in the Young Child

2.10 Meeting the Needs of Children

Unit 3 Pre-School Curriculum Development Models

3.1 Definition of Curriculum Development Model

3.2 Models of Curriculum Development

3.2.1 The Tyler Model

3.2.2 The Taba Model

3.2.3 The Saylor, Alexander and Lewis Model

3.3 Similarities and Differences Among Pre-School Curriculum Development Models

3.4 Pre-School Evaluation Models

3.5 The Role of The Teacher in Curriculum Development

3.7.1 The Classroom Level

3.7.2 Task of Teachers

3.7.3 The Team, Grade and Department Level

Unit 4 Early Childhood Curriculum Content and Context

4.1 Early Childhood Curriculum Content and Context

4.2 The Child in the Socio-Cultural Context

4.3 The Content of the Curriculum

4.4 The Early Childhood Curriculum in Action

4.5 Selecting Appropriate Pre-School Curriculum Content

4.6 Principles of Child Development and Learning that Determine the Content

4.7 Determining Appropriate Content

Unit 5: Children's Comprehensive Curriculum (domain focused)

1.1 Aesthetic Domain

1.2 Affective Domain

1.3 Cognitive Domain

1.4 Language Domain

1.5 Physical Domain

1.6 Social Domain

Unit 5 Evaluation

5.1 Why do we Need to Evaluate?

5.2 When Do We Evaluate?

5.3 Quality Evaluation Framework

5.4 Pre-School Curriculum Evaluation

5.5 Curriculum Evaluation Guide

Unit 6 Quality Indicators

6.1 Indicators of Quality in Early Childhood Settings

6.2 Indicators of Quality for Children

6.2.1 Learning Activities

6.2.2 Environment

6.2.3 Assessment of Children and Learning Outcomes

6.2.4 Indicators of Quality from Staff

6.2.5 Indicators of Quality from family/community perspectives

6.2.6 Indicators of Quality from a Financial Perspective

Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, cases, role play, educational visit, project work				
MATERIALS FOR LEARNING:				
Assessment methods continuous assessment (60%) and final exam (40%)	Assessment type		Schedule	Weight
	Quiz			10%
	Test 1			15%
	Test 2			15%
	Individual and Group Assignment			15%
	Attendance			5%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			

Module name: Pedagogical skills and management of early childhood care and education

Module Code: ECCE_M 2041

Module ECTS: 35

Course Title: Child Assessment and evaluation

Course Code: 2042

Course ECTS: 5

Course Description:

This course focuses on the appropriate use of observation and assessment strategies to document children growth, development, play and learning to promote their success. It emphasize the use of systematic observations, documentation, and other effective assessment strategies in responsible ways in the context of early childhood care and education. It will also address the issues of partnering with families and other professionals to positively influence children's development and learning and make proper educational decisions based on the assessment results. The course will then discuss various types of observation and assessment tools, as well as the advantages and disadvantages associated with each. Students will learn how to set goals, plan, and choose the best instrument for specific situations, tools for assessing environments, developmental milestones and programming. The why, when, where, what and how of conducting appropriate observations and authentic assessments will be covered.

Course Objectives:

After the completion of this course the students will be able to:

- ✓ Understand the purposes of assessment for young children
- ✓ Discuss the functions of assessment and the links between assessment, evaluation, instruction, reflection, and learning
- ✓ Identify developmentally appropriate assessment guidelines for young children
- ✓ Demonstrate knowledge of a variety of assessment options and their appropriate use
- ✓ Design and implement appropriate assessment tools
- ✓ Value the ethical and legal considerations involved in the assessment of young children
- ✓ Apply various techniques to disseminate assessment information to parents and stallholders

1& 2	<p>Chapter One</p> <p>1. Introducing Assessment And Evaluation In Early Childhood Education</p> <p>1.1 Assessment and Evaluation in the Early Childhood Years</p> <p>1.2 Parameters of Early Childhood</p> <p>1.3 Assessment and Evaluation: Defining the Terms</p> <p>1.4 Historical Context of Assessment and Evaluation in Early Childhood</p> <p>Chapter Two</p> <p>2. Putting Early Childhood Assessment and Evaluation in Perspective</p> <p>2.1 Evaluations from a Developmental Perspective</p> <p>2.1.1 The Assessment Climate for Early Childhood</p> <p>2.1.2 General Principles for Guiding Assessment and Evaluation</p> <p>2.1.3 Practices in Early Childhood</p> <p>2.1.4 Purposes for Assessment and Evaluation in Early Childhood Education</p> <p>2.1.5 Assessment and Evaluation as Part of the Educative Process</p> <p>2.2 Evaluations from a Developmental Perspective</p> <p>2.2.1 Developmental Characteristics</p> <p>2.2.2 Characteristics of Learning Environments That Are Developmentally Appropriate</p> <p>2.2.3 Assessment and Evaluation Considerations</p> <p>Chapter Three</p> <p>3. The Role of Formal Assessment and Evaluation in Early Childhood Education</p> <p>3.1 Formal Assessment and Evaluation Instruments</p> <p>3.1.1 General Characteristics of Standardized Tests</p> <p>3.1.2 Types of Formal Assessments</p> <p>3.1.3 Using the Appropriate Measure</p> <p>3.2 Characteristics and Uses of Standardized Test Results</p> <p>3.2.1 Terminology</p>	
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	<p>3.2.2 Standardized References for Tests</p> <p>3.2.3 Psychometric Characteristics of Standardized Measures</p> <p>3.2.4 Using Standardized Test Results</p> <p>3.2.5 Advantages and Disadvantages of Standardized Testing</p> <p>Advantages of Standardized Assessments</p> <p>Criticisms of Standardized Norm-Referenced Assessments</p> <p>Testing and School Readiness</p> <p>Deleterious Effects Associated with the Practice of Testing</p> <p>Inherent Dangers in the Practice of Testing</p> <p>Becoming Informed Users of Assessment Techniques and Information</p> <p>Chapter Four</p> <p>4. The Role of Informal Assessment and Evaluation in Early Childhood Education</p> <p>4.1 Informal Assessment and Evaluation Procedures</p> <p>Advantages in Using Informal Assessment</p> <p>Disadvantages in Using Informal Assessment</p> <p>Direct Observation</p> <p>Checklists</p> <p>Rating Scales</p> <p>Samples of Children's Work</p> <p>Rubrics</p> <p>4.2 Assessment Using Performance-Based Strategies</p> <p>4.2.1 Curriculum-Based Assessment</p> <p>4.2.2 Play-Based Assessment</p> <p>4.2.3 Dynamic Assessment</p> <p>4.2.4 Project Assessment</p> <p>4.2.5 Portfolio Assessment</p> <p>4.2.6 Work Sampling System</p>	
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	<p>4.2.7 Strategies for Implementing a Performance-Based Assessment Program</p> <p>4.3 Integrating Alternative Assessment Procedures into the Early Childhood Curriculum</p> <p>4.3.1 Art Activities</p> <p>4.3.2 Music and Movement Activities</p> <p>4.3.3 Block Activities</p> <p>4.3.4 Dramatic Play Activities</p> <p>4.3.5 Science and Discovery Activities</p> <p>4.3.6 Math and Manipulative Activities</p> <p>4.3.7 Literacy Activities</p> <p>Chapter Five</p> <p>5. Assessment and Evaluation with Special Populations of Children</p> <p>5.1 Understanding Assessments and Evaluation for Children with Special Needs</p> <p>5.1.1 Assessment as a Decision-Making Process</p> <p>5.1.2 Using Assessment to Plan for Curriculum and Instruction for the Child with Special Needs</p> <p>5.1.3 A Word of Caution</p> <p>5.2 Children with Culturally and Linguistically Different</p> <p>5.2.1 Backgrounds: Assessment and Evaluation Issues</p> <p>5.2.2 Assessment of Children with Cultural and/or Linguistic Differences</p> <p>5.2.3 Nonbiased Assessment Instruments and Strategies for Children with Cultural and Linguistic Differences</p>	
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	Chapter Six 6. Special Issues in Early Childhood care and Education Assessment 6.1. Assessing the Early Childhood Learning Environment 6.2. Individual Family Service Plans 6.3. Ethical and Legal Considerations				
Methods of Instruction: A variety of instructional strategies such as direct instruction, guided discussion, field observation, modeling, demonstrations, application exercises, and cooperative learning will be utilized in teaching this course. Coursework will consist of text readings, homework, assignments, class exercises, & class discussions.					
Assessment methods continuous assessment (60%) and final exam. (40%)	Assessme nt type	Topics	Schedule	Weight	
	Quiz-1	chapter-1		10%	
	Tests	Chapter 2-3		30%	
	Assignm ent	Chapter 4		15%	
	Final Exam.	From all chapters listed above		40%	
TOTAL				100%	
Course polices	Preparedness: Students shall read before coming to classroom Participation: Students must actively participate in class (ALM). Attendance and preparation: Students ought to attend all sessions and preparations for class are expected, including completing all assignments in time. You are responsible for all information presented in class, including schedule changes. Plagiarism: All reviewed materials should be duly acknowledged. Cheating during any assessments will automatically lead to cancel your point. Grading system: Criterion-referenced.				
	Benner, S.M. (2003). <u>Assessment of young children with special needs: A context-based</u>				

References	<p><u>approach</u>. Clifton Park, NY: Delmar Learning.</p> <p>Bracken, B. (eds.). (2000). <u>The psycho educational assessment of preschool children</u> (3rd ed.) . Boston: Allyn & Bacon.</p> <p>Bredekamp, S. and Rosegrant, T. (1992). <u>Reaching potentials: Appropriate Practice in early Childhood programs</u>. Washington, D.C.: National Association _for the Education of Young Children.</p> <p>Freeman, N. (2003). <u>Ethics and the early childhood educator: Using the NAEYC code</u>. Washington, DC: National Association for the Education of Young Children</p> <p>Gober, S.Y. (2002). <u>Six simple ways to Assess Young Children</u>. Albany, NY: Delmar Thomson Learning.</p> <p>McAfee, O. & Leong, D.J. (2002). <u>Assessing and Guiding Young Children’s Development and Learning</u>. Boston, MA: Allyn and Bacon.</p> <p>Phyllis M.Click & Jennifer Parker(2009).<u>Caring for School-Age Children</u>. 5th edition.Clinton park NY USA. Avialable in Library</p> <p>RAJ SINGH (2005).<u>Teaching Methods in Schools</u>. Global Education series:2 : Avialable in Library</p> <p>Reed, A.J. and Bergemann, V.E. (2001). <u>A guide to observation, participation, and reflection in the classroom</u> (4th ed.). Boston, MA: McGraw Hill.</p> <p>Richard M. Gargilo & Jennifer L. Kilgo(2011). An introduction to Young children with special needs. Birth through age eight. 3rd edn. Avialable in Library</p> <p>Solomon Alemu (2009). <u>Educational Measurement and Evaluation</u>. Distance Education Module. Ambo University. Avialable in Library</p> <p>Dembo(). <u>Applied Educational Psychology</u>. Avialable in Library</p>
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Module name: Pedagogical skills and management of early childhood care and education

Module Code: ECCE_M 2041

Course Title: Material development and utilization for early childhood care and education

Course code: ECCE_M 2044

Course ECTS: 5

Course description		The primary focus of this course is to develop skills in preparing, evaluating, and presenting instructional materials and the use of those materials to promote children's thinking and to enhance the teaching learning environment. In this course students will accomplish different projects that enable them to develop and use instructional materials in early childhood education settings.
Objectives:		Upon the completion of the course students will be able to: <ul style="list-style-type: none">• Understand the roles of communication in children learning• Explain the various learning styles of children• Analyse the need for instructional materials in the Pre-School• Explain the role of instructional materials for children learning• Explain strength and limitations of different instructional materials• Describe different classification and characteristics of instructional materials• Describe the production guidelines for learning materials• Design and produce different instructional materials for children• Select appropriate instructional materials• Use instructional technology for children learning• Evaluate the effectiveness of instructional materials• Appreciate/show interest in making use of instructional materials
Pre-requisites		
Schedule		
Week	Date/ Contact	Topics and subtopics
1	3 hour	CHAPTER ONE: 1. COMMUNICATIONS & INSTRUCTIONAL MATERIALS 1.1. Communication 1.1.1. Meaning of Communication 1.1.2. Processes In Communication 1.1.3. Types of Communication 1.1.4. Communication In Instruction 1.1.5. Some General Guidelines About Instructional Communication 1.1.6. Problems Related to Instructional Communication

		1.2. The Way Children Learn 1.2.1. Learning Styles 1.2.2. Implication of Learning Style for Instructional Materials
2 to 10	27 hour	CHAPTER TWO: 2. INSTRUCTIONAL MATERIALS 2.1. Meaning of Instructional Materials 2.2. Functions of Instructional Materials 2.3. Classification of Instructional Materials 2.4. Types of instructional materials 2.4.1. Three Dimensional 2.4.1.1. Real Objects 2.4.1.2. Models 2.4.1.3. Mock-up 2.4.2. Visual Symbols /two dimensional materials/ 2.4.2.1. Drawings 2.4.2.2. Realistic Pictures and Photographs 2.4.2.3. Charts 2.4.2.4. Graphs 2.4.2.5. Maps 2.4.2.6. Poster 2.4.2.7. Cartoons 2.4.3. Educational Broadcasts (Radio, Television, Plasma) 2.4.3.1. Educational Radio Broad Casts 2.4.3.2. Television as a teaching/learning medium 2.4.4. Computer-based Media, Video Tape/Films and Interactive video 2.4.5. Print Materials 2.4.6. Display Boards 2.4.6.1. Bulletin Board 2.4.6.2. Chalk Board or Whiteboard 2.4.6.3. Cloth board 2.4.6.4. Magnetic board 2.4.6.5. Peg boards 2.5. Producing Instructional Materials 2.5.1. How to Produce your own Instructional Materials 2.5.2. Producing Instructional Materials from Local Available Resources (TALULAR) 2.6. Utilization of Instructional Materials 2.6.1. Sources of Instructional Materials 2.6.2. Principles of Selecting Instructional Materials

		2.6.3. Principles for an effective instructional media utilization 2.6.4. Evaluating Learning Materials		
11 & 12	6 hour	CHAPTER THREE: 3. TECHNOLOGY AND YOUNG CHILD 3.1. Definition of Technology 3.2. Technological Literacy 3.3. Technological and Internet Related Terms 3.4. Software Evaluation Checklist 3.5. Technology and Children With Special Needs 3.6. Technology and Curriculum Integration		
13 & 14	6 hour	CHAPTER FOUR: 4. BASIC MATERIALS IN AN EARLY CHILDHOOD PROGRAM 4.1. Basic Materials for Indoor Environments 4.2. Basic Materials For Outdoor Playgrounds/Yards		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, Project work, Case study				
Assessment methods continuous assessment (60%) and final exam (40%)	Assessment type	Topics	Schedule	Weight
	Test- 1	At the end of chapter one	-	15%
	Test- 2	At the end of chapter two	-	15%
	Assignments	<ul style="list-style-type: none">Analysis of Kindergarten Instructional Materials (15%)Instructional Material Preparation (Individually) 15%	-	30 %
	Final Exam.	-	-	40%
	TOTAL 100%			
Course polices	Preparedness: Students shall read before coming to classroom Participation: Students must actively participated in class (ALM) Class attendance: Students ought to attend all sessions. Plagiarism: All reviewed materials should be duly acknowledged. Grading system: Fixed			

References	<p>Ajelabi, A. (2000). <i>Essentials of Educational Technology</i>. Lagos: Raytel Communications Ltd.</p> <p>Corpus, Brenda B. and Salandanan, Gloria G. (2007) <i>Principles of Teaching 1</i>. Quezon City: Lorimar Publishing, Inc.</p> <p>Dick, W., Carey, L. & Carey, J.O. (2005). <i>The Systematic Design of Instruction</i>. Boston: Allyn and Bacon.</p> <p>DeVito, J.A. 2003. <i>Human Communication</i> 9th ed. Boston, N.Y. Pearson Education, Inc. pp 2-34.</p> <p>Garo, Candelaria D. (2004) <i>Educational Technology</i>. Mandaluyong City National Book Store.</p> <p>James D. (2000) <i>Instructional Technology for Teaching and Learning</i>. New Jersey: Prentice-Hall, Inc.</p> <p>Onasanya, S.A. & Adegbija, M.V. (2005). <i>Practical Handbook on Instructional Media</i>. Ilorin: Graphcom Publishers.</p> <p>Roblyer, M. D., and Edwards, J. <i>Integrating Educational Technology into Teaching</i>, 2nd ed. Upper Saddle River, NJ: Merrill/Prentice Hall, 2000.</p> <p>Early Connectionsô Technology in Early Childhood Education http://www.netc.org/earlyconnections/</p> <p>Information Technology in Childhood Education (ITCE) Annual http://www.aace.org/pubs/child/</p> <p>International Society for Technology in Education http://www.iste.org/ KidSites http://www.kidsites.com/</p> <p>Technology Applications Center for Educator Development http://www.tcet.unt.edu/START/</p> <p>Technology & Young Children http://www.techandyoungchildren.org/ http://www.ume.maine.edu/ECEOL-L/</p>
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Module name: Pedagogical skills and management of early childhood care and education

Module Code: ECCE_M 2041

Course Title: Creative activities and Aesthetics for young children

Course code: ECCE2043

ECTS: 5

Course Description

This course familiarizes students with the need for art activities for preschool children and provides them with theoretical knowledge and practical experience on how to design appropriate art activities for these group of children. The course content will include children artistic development, art interpretation and appreciation, the relationship between art and perception, imagination and creativity and proper strategies for designing and teaching art and creativity to preschool children.

Course Objectives

After the completion of the course students will:

1. Define creativity and the creative process;
2. Describe the role of play in a child's growth and development and developmental sequences for creative arts;
3. Appreciate the contribution of theories
4. Analyze teacher and caregivers roles in enhancing creativity;
5. Describe concepts taught through the creative arts and components of creative environments.
6. Identify the stages of aesthetics development during young children
7. Plan and implement developmentally appropriate creative curriculum that address child's physical, social, emotional, and cognitive needs.
8. Organize, present, and evaluate creative experiences

Schedule		
Week	Topics and subtopics	Text books (text books available in the library)
1 -2	Chapter One: Fostering Creativity in Young Children 1.1 The Concept of Creativity 1.1.1 What is Creativity 1.1.2 Creativity and young children 1.1.3 Dimensions of Creativity 1.1.4 Importance of Creativity 1.1.5 Cognitive and affective characteristics of creativity 1.1.6 Individual differences 1.1.7 Helping Children to express creativity 1.1.8 Some myths about creativity	
	Chapter Two: Theories of Creativity 2.1 Psychoanalytic Theory 2.2 Behaviorist Theories 2.3 Constructivist Theory 2.4 Social Constructivism 2.5 Humanistic Theory 2.6 Multiple Intelligences Theory 2.7 Triarchic Theory of Intelligence	
	Chapter Three: Planning and Implementing Creative Activities 2.1 Children, teachers, and creative activities 2.2 Creative Environments 2.3 Play, development, and creativity 2.4 Using technology to promote creativity	

3-4	Chapter Four: The Concept of Aesthetics 3.1 Aesthetics and the quality of learning 3.2 Benefits of aesthetics sensitivity 3.3 What Are the Arts? 3.4 Aesthetics Exercise 3.5 Language for Talking About Art			
5-9	Chapter Five: Art and the Development of the Young Child 3.1 Art and Social-Emotional Development 3.2 Art and Physical Growth 3.3 Art and Mental Development 3.4 Developmental Levels and stages of Art 3.3.1 Children’s drawing 3.3.2 Scrabble stage			
	Chapter Six: Creativity: A Multicultural View 4.1 Creativity, Diversity, and the Early Childhood Program 4.2 Creative Multicultural Curriculum Ideas 4.3 Developmentally Appropriate Celebrations			
12-14	Chapter Seven: Planning and Assessing Creative Experiences 5.1 Describes how to assess creative learning 5.2 Plan effective arts-based lessons 5.3 Integrate your curriculum through arts-based units			
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, case presentation, Group discussion, Project, independent learning etc				
	Assessment type	Chapter(s)	Schedule	Weight

Assessment methods	Attendance + class participation	~~~~~	Will be arranged-	10%
	Tests-1~~~~~	1-2~~~~~	~~~~~	15%
	Test-2~~~~~	3-4~~~~~	~~~~~	15%
	Final Exam	Comprehensive		40%
	Total	100%		
Course Polices	Students and Institute of education and professional studies constitute a special engagement in the process of education. The university assumes that its students and Institute will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom. The university reserves the right to suspend a student for conduct that is detrimental to the institutes' educational endeavors as outlined in Ambo University. Plagiarism on any academic endeavors at Ambo University will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.			
References				

Module Name: Pedagogical skills and management of early childhood care and education

Module Code: ECCE_M 2041

Module ECTS: 35

Course Title: Leadership and Management of early childhood care and education

Course code: ECCE 2045

Course ECTS: 5

Course Description

This course is designed to give students a generally understanding of the leadership procedures and management functions in the context of early childhood care and education institutions. It familiarizes students with the different organizational theories and management functions as they are related to ECCE programs.

Course Objective

At the end of this course students will be able to:

- ✓ Understand the concept of management and the role of management processes at early child development.
- ✓ Know the principles of management and relate the principles with the situations delineated through participation at the ECCE.
- ✓ Know different aspects/components of management in terms of infrastructure, resources, programme personnel, finance and documentation.
- ✓ Appreciate organization and management of early childhood care and education setting
- ✓ Evaluate and apply the administrative procedures and policies of ECCE organizations and thereby get acquainted with effective supervision strategies.

Week	Contact hours	Topics and subtopics	
1	As class schedule	Unit-I: Introduction 1.1 Philosophy and goals in the context of leadership and management of the ECCE programmes 1.2. Leadership 1.2.1. Definitions 1.2.2. Principles 1.2.3. Procedures 1.2.4. Techniques 1.3. Management 1.1.1 Definitions 1.1.2 Principles 1.1.3 Functions 1.1.4 Procedures 1.1.5 Techniques	

1	As class schedule	Unit-II: Setting up and running the centre <ul style="list-style-type: none"> 1.1 Physical facilities <ul style="list-style-type: none"> 1.1.1 Locality and building 1.1.2 Furniture, equipment and materials 1.1.3 Organizing indoor and outdoor spaces. 1.2 Supervisor <ul style="list-style-type: none"> 1.2.1 Teacher/day-care worker 1.2.2 Supportive staff/helpers 1.2.3 Experts, consultants, resource persons: 1.2.4 Administrative personnel. 1.3 Programme: Concept of developmentally appropriate programme planning, implementation and evaluation. 1.4 Records and reports <ul style="list-style-type: none"> 1.4.1 Children: Admission and" developmental records 1.4.2 Staff: Appointments, evaluations 1.4.3 Office: Accounts, muster, proposals, documents and file maintenance 	
2	As class schedule	Unit-III: Management of resources <ul style="list-style-type: none"> 3.1 Finance: Need and methods of generating funds, budgeting, savings and investment 3.2 Time: Proper utilization with reference to children, programme, institution and 3.3 Referral and support services: Identifying, maintaining liaison, collaborating 	

2/3	As class schedule	Unit-IV: Supervisory procedures 4.1 Applications: Registration, licensing, tax exemption etc 4.2 Quality control: Internal and external evaluations – who, and how? 4.3 Team analysis for identifying strengths programme evaluation review through programme evaluation review techniques. 4.4 Legislation concerning programmes for young children		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, cases, role play, educational visit				
Assessment methods continuous assessment (60%) and final exam.(40%)	Assessment type		Schedule	Weight
	Quiz			10%
	Test 1.			15%
	Test 2.			15%
	Individual and Group Assignment			15%
	Attendance			5%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			
References:				

Module Name: Pedagogical skills and management of early childhood care and education

Module Code: ECCEM 2041

Module ECTS: 35

Course Title: Early Literacy and Numeracy

Course Code: ECCE 2047

Course ECTS: 5

Course description

This course enables students to gain an understanding the concept of teaching numeracy and literacy. Focus is placed on: the principles and practices of teaching and learning that guide instruction. Students will also learn how children develop literacy and numeracy skills and use language skills to access information and use it effectively and develop positive attitude to numeracy and literacy. Moreover, to achieve these broad aims the course will introduce students to what numeracy and literacy is and how children acquire language, give you broad-based knowledge of the theories of literacy and numeracy acquisition, and discuss how literacy and numeracy cuts across the school curriculum.

Learning outcomes

On successful completion of the course students will be able to:

- Understand the concept of literacy and numeracy
- Understand different theories of literacy development
- Appreciate diverse practices of teaching literacy and numeracy
- Examine the theories relevant to literacy and numeracy development
- Demonstrate practical activities that will enhance acquisition of literacy and numeracy skills
- Discuss reading and writing readiness and the checklist of reading and writing readiness
- Examine literacy and numeracy approaches ó the merits and demerits of the approaches.
- Discuss how to organize reading and writing instructions and the relevant instructional materials.
- Discuss what handwriting is and the practical activities that will ensure good handwriting
- Understand the development of children's mathematical knowledge and skills
- Understand the processes children use in Working Mathematically
- Consider children's home and community numeracy practices as a foundation for learning.
- Appreciate the role and value of Mathematics in the broader school curriculum

Schedule		
Week	Contact hours	Topics and subtopics
1	As class schedule	Unit 1: The Development of Literacy in Early Years 1.1. What is Literacy? 1.2. What is Reading? 1.3. The Abilities Needed in the Process of Learning to Read. 1.4. Pre-reading Activities and Reading Readiness 1.4.1. Pre-reading Activities 1.4.2. Activities for Developing Language Facility 1.4.3. Activities for Developing Visual Skills 1.4.4. Activities for Developing Auditory Skills 1.4.5. What is Reading Readiness?
		CHAPTER 2: Theories of Teaching Literacy Development 2.1. Piaget's Theory of Cognitive Development, 2.2. Maturation Theory, 2.3. Stage Models of Reading, 2. 4. Emergent Literacy Theory, 2.5. Family Literacy Theory. 2.6. Vygotsky Social Constructivism and language Unit 3: Approach for Teaching Reading 3.1.What is Reading Approach 3.2.Teaching Reading Approaches and Criteria for selection 3.3.Stages related to acquisition of knowledge and skills of reading 3.4.Visuo-phonic Approach 3.5.Whole-word and Look/Say Approaches 3.6.Language Experience Approaches 3.7.Individual Reading Approach 3.8.Eclectic or Mixed Method Approaches

		Unit 4: Organization of Reading Instruction 4.1.Organization of Reading Instructions 4.1.1. Class Reading 4.1.2. Group Reading 4.1.3. Individual Reading 4.1.4. Materials for Teaching Reading 4.2. Reading Activities 4.2.1. Storytelling 4.2.2. Use of Books 4.2.3. Poetry
2/3	As class schedule	Unit 5: The Development of Writing Skill 5.1.Stages related to acquisition of knowledge and skills of writing 5.2. Handwriting 5.2.1. What is Handwriting? 5.2.2. Pre-writing Activities 5.2.3. Letter Formation 5.3.Developing Writing of Oral Language in Developing Writing skill 5.3.1. The importance of Reading Skill in developing writing 5.3.2. Activities for Developing Writing Skill
		Unit 6: Language and Literacy Across the Curriculum 6.1. Language and Literacy across the Curriculum 6.1.1. Language and Literacy Activities for Mathematics 6.1.2. Language and Literacy Activities for Science 6.1.3. Language and Literacy Activities for Creative Arts Unit 7: Development of numeracy in early childhood 7.1. What is numeracy? 7.2. Importance of teaching Numeracy in Early Years 7.3. Theories of numeracy development 7.4. Principles and practices of teaching of Number and Algebra, Measurement and Geometry, and Statistics and Probability 7.5. Recognizing Developmental Variation Unit 8. Approaches of teaching numeracy 8.1. Teaching Approaches of Developing Childrens Mathematical Thinking 8.1.1. Measurement 8.1.2. Number 8.1.3. Identifying single, double and triple digit numbers 8.1.4. Counting 8.1.5. Simple Number Problems 8.1.6. Shapes 8.1.7. Fractions

		<p>8.1.8. Knowledge of Patterning, money and mental computation strategies</p> <p>Unit 9: Language and numeracy Across the Curriculum</p> <p>9.1.Numeracy activities for Language Literacy development</p> <p>9.1.1. Language and numeracy Activities for Science</p> <p>9.1.2. Language and numeracy Activities for Creative Art</p> <p>Unit 10: Development of learning experiences to support teaching numeracy</p> <p>4.1. The role of teachers, families and care giver in teaching numeracy</p> <p>4.2. Teaching, Documentation and assessment of numeracy</p>
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Mode of delivery/teaching-learning methods: gapped lecture, cases, discussion, micro-teaching, Questioning & answering, Pyramiding, debating. Decision line, jigsaw group, cross over group methods etc.

Teacher's Activities & Responsibilities: 1st, be a role model in the use of time, ethical communication, hygiene and appropriate dressing, keeping confidentiality and being involved in professional development. 2nd, the teacher is expected to prepare teaching materials, assess, give directive & on time feedback as well as arrange for practical assignment work. 3rd, he/she collaborates & cooperates with other instructors teaching the courses of the same module. 4th, he/she uses appropriate teaching methodologies for the effectiveness of the course.

Students' Activities & Responsibilities:

Not to be absent without tangible reason (s) ~deduction of one mark for a day

To be punctual on class~missing the class (not allowed to enter the class)

Switch off/make silent your mobile~stand up & attend the whole period

Not to cheat on exam & not to copy assignment from one another~disqualification

To submit assignment on time~ deduction of one mark for a day

To come to class with all necessary learning materials~go & bring them

Assessment methods:	Assessment type	Contents	Weight	Time
Continuous Assessment (60%) and final exam (40%)	Test 1	Unit One	15%	At the end of the 2 nd week
	Test 2	Unit Two from 2.1-2.2.1.2.5	15%	End of the 3 rd week

	Individual and group Assignment to be presented	Planning professional Development plan, Making Advocay	15%	7 th week
	Quiz	Cases on responsibilities of professionals at different settings & Ethical violations different professionals & its solutions	10%	At the end of the 6 th week
	Participation	The regular & Make up classes	5%	Always during the class
	Final Exam	The whole units	40%	At the End of the course
	Total		100%	
Grading System: Based on the modularization policy				
References				

Module Title: Research and Statistical Methods

Module Code: ECCE_M3081

ECTS: 15

Course Title: Statistical methods in ECCE

Course code: ECCE 3082

ECTS: 5

Course Description

This course equips students with the knowledge and skills of statistical methods in ECCE. It specifically focuses on promoting an understanding of basic statistical methods as well as competence in conducting and interpreting basic statistical tests. Topics include frequency distributions, measures of central tendency, measures of dispersion, measure of relationship, sampling distributions, normal and t-distributions, and hypothesis testing.

Course Objectives

After successful completion of the course the students will be able to:

- Understand the basic concepts and definitions of statistics
- Understand the scales of Measurement
- Differentiate descriptive and inferential statistics
- Use the various methods of descriptive statistics
- Apply measures of variability and central tendency
- Apply inferential statistical methods

<i>SCHEDULE</i>			
Week	Date of Contact	TOPICS AND SUB TOPICS	TEXT BOOKS (TEXT BOOKS AVAILABLE IN THE LIBRARY, INCLUDE PAGE NUMBERS)

1 st		<p>CHAPTER ONE</p> <p>1. INTRODUCTION</p> <p>1.1 Definition of Basic Terms</p> <p>1.2 Types of Statistics: Descriptive vs. Inferential</p> <p>1.3 Discrete Versus Continuous variables</p> <p>1.4 Scales / levels/ of measurement</p>	<p>Howell David C. (2010) Statistical Methods for Psychology. Pages 2-11</p> <p>Mangal S.k (2002), Statistics in Psychology and Education, 2nd ed. Prentice Hall of India. Pages 1-9</p>
2 nd , 3 rd and 4 th		<p>CHAPTER TWO</p> <p>2. Organizing and presenting data</p> <p>2.1 Raw Data</p> <p>2.2 Organizing & Graphing Qualitative Data</p> <p>2.2.1 Frequency distribution for qualitative Data</p> <p>2.2.2 Relative Frequency & Percentage Distribution</p> <p>2.2.3 Graphical presentation of qualitative Data</p> <p>2.2.3.1 Bar Graph</p> <p>2.2.3.2 Pie chart</p> <p>2.3 Organizing & Graphing Quantitative data</p> <p>2.3.1 Frequency Distribution</p> <p>2.3.2 Constructing Frequency Distribution</p> <p>2.3.3 Relative Frequency & Percentage Distribution</p> <p>2.3.4 Graphing Grouped Data</p> <p>2.3.4.1 Histograms</p> <p>2.3.4.2 Polygons</p> <p>2.4 Cumulative Frequency distribution</p> <p>2.4.1 Ogives</p>	<p>Howell David C. (2010) Statistical Methods for Psychology. Pages 12__18</p> <p>Mangal S.k (2002), Statistics in Psychology and Education, 2nd ed. Prentice Hall of India. Pages 15__64</p>

5th 6th and 7 TH		<p>UNIT THREE</p> <p>3. Measures of Central Tendency</p> <p>Concepts of central tendency</p> <p>3.1. The mean</p> <p>3.1.1. Properties of Mean</p> <p>3.1.2 Computing Means of Ungrouped Data</p> <p>3.1.3 Computing Mean for Grouped date</p> <p>3.1.4. The Weighted mean</p> <p>3.2 The Median</p> <p>3.1.1. Properties of Mean</p> <p>3.1.2 Computing Means of Ungrouped Data</p> <p>3.1.3 Computing Mean for Grouped date</p> <p>3.3 The Mode</p> <p>3.1.1. Properties of Mean</p> <p>3.1.2 Computing Means of Ungrouped Data</p> <p>3.1.3 Computing Mean for Grouped date</p>	<p>Howell David C. (2010) Statistical Methods for Psychology Pages12-18</p> <p>Mangal S.k (2002), Statistic tics in Psychology and Education, 2nd ed. Prentice Hall of India. Pages 41__52</p>
8th & 9th		<p>UNIT FOUR</p> <p>4. MEASURES OF DISPERSION/ VARIATION</p> <p>4.1 Range, standard deviation and variance</p> <p>4.2 Mean deviation</p> <p>4.3 Measures of position</p> <p>4.3.1 Quartiles & Inter quartile Range</p> <p>4.3.2 Percentiles & Percentile Rank</p> <p>4.3.3 Percentiles</p> <p>4.3.4. Percentile rank</p> <p>4.3.5. Z-score</p> <p>4.3.6. T-score</p>	<p>Mangal S.k (2002), Statistic tics in Psychology and Education, 2nd ed. Prentice Hall of India. . pages 74__77</p>

10th, & 11 th		CHAPTER FIVE MEASURES OF RELATIONSHIP 5.1 Characteristics of Associations between Variables 5.1.1 Scatter Diagrams 5.1.2 Degrees and Directions of Associations 5.2 Computing a Pearson product-Moment Correlation Coefficient 5.3 Interpreting a Pearson Correlation Coefficient 5.4. Spearman's Rank order correlation	Howell David C. (2010) Statistical Methods for Psychology. pages1 12-133
12TH AND 13 TH		UNIT SIX 6. PARAMETER ESTIMATION 6.1. Definition of some Basic Terms 6.2. Types of Statistical Estimation 6. 2.1. Point Estimation 6. 2.2. Interval Estimation 6.2.2.1. Critical Values 6.3. Confidence Intervals 6.3.1. Confidence Interval when σ is known 6.3.2. Confidence Interval when σ is not known 6.4. Interval Estimation for the Difference between Two Population Means	Thorne B. Michael & Giesen J.Martin (2000), Statistics for the Behavioral Sciences, (3 rd edition).May field Publishing Company. pages 168~201

14t and 15th		UNIT SEVEN 7. HYPOTHESES TESTING 7.1. Definition of Basic Terms 7.2. Types of Hypotheses 7.2.1. Experimental/ Research Hypothesis 7.2.2. Statistical Hypothesis 7.3. Directional & Non – directional Hypothesis 7.4. Errors in Statistical Decision Making 7.6. Interpreting Significance & Non-significance Results T-TEST, ANOVA, MANOVA, REGRESSION	Hurlburt Russell (2003), Comprehending Behavioral Statistics. Thomson, Australia. pages 121-148
16TH		FINAL EXAM	

MODE OF DELIVERY/TEACHING AND LEARNING METHODS: Gap Lecture, Individual Work , Group Work, Discussions Etc.

ASSESSMENT METHODS	ASSESSMENT TYPES	TOPICS	SCHE DULE	WEIGHT (%)
CONTINUOUS ASSESSMENT (60%) & FINAL EXAM (40%)	Group work 1	Descriptive vs. Inferential	WEEK 3	10%
		Discrete Versus Continuous		
		Summation Notation		
		Scales / levels of measurement		
	QUIZE 1	Frequency distribution for qualitative Data	WEEK 5	10%
		Relative Frequency & Percentage Distribution		
		Cumulative Frequency distribution		
	Group work 2	Computing Means of Ungrouped Data	WEEK 8	15%
		The Median The Mode		

		Factors in Selecting a Measure of Central Tendency		
	TEST 2	Range, variance, and standard deviation	WEEK 11	15%
		Quartiles & Inter quartile Range		
		Percentile rank		
		Z-score		
		T-score		
	Test 3	Degrees and Directions of Associations	WEEK 14	10%
		Computing a Pearson product-Moment Correlation Coefficient		
		The Normal Distribution		
		Standard Scores and Their Significance		
	FINAL EXAM	Computing Means of Ungrouped Data	WEEK 16	40%
		Range, variance, and standard deviation		
		T-score		
		Computing a Pearson product-Moment Correlation Coefficient		
		The Normal Distribution		
		Standard Scores and Their Significance		
		TOTAL	-	100%
COURSE POLICES	<p>Preparedness: Regular class attendance is expected at both the instructor and the students</p> <p>Participation: Students are expected to actively participate on discussion of assigned readings, activities, and other relevant materials that class members bring forth for consideration.</p> <p>Regualr class attendance: students are expected to attend more than 80% of the class</p> <p>Plagiarism: It leads to sever punishment</p> <p>Grading System: As per the legislation of the university</p>			
REFERENCES	Gupta B & Gupta Vijay (2004) An Introduction to statistical Methods (23 rd edition) Vikas			

	<p>Publishing House pvt ltd.</p> <p>Hayes Nicky (2000), Foundations of Psychology, (third edition). South- Western CENGAGE Learning.</p> <p>Howell David C. (2010) Statistical Methods for Psychology.</p> <p>Mangal S.k (2002), Statistics in Psychology and Education, 2nd ed. Prentice Hall of India.</p> <p>Other statistics books, Modules and psychology text books</p>
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Module Title: Research and Statistical Methods

Module Code: ECCEM3081

ECTS: 15

Course Title: Research methods in early childhood care and education

Course code: ECCE 3081

Course ECTS: 5

Course Description

This course is designed to introduce students to the process and methods involved in scientific inquiry in ECCE. It provides students an opportunity to advance their understanding of research through critical exploration of research logic, philosophy and approaches. Students will examine the nature of research methodology, the research process, including the conceptualization of a research problem, the gathering of information and data, and the interpretation and analysis of this information for the purpose of research reports. Both qualitative and quantitative methodologies are introduced and students will develop specific skills in the analysis of qualitative and quantitative research data. Students learn to critically review literature relevant to their field or interests and evaluate published journal articles.

Learning Outcomes:

After successful completion of the course, students will be able to:-

- Describe the nature of research
- Identify various sources of knowledge
- Explain the basic steps in conducting research
- Identify and formulate research problems
- Identify common methods of research

- Apply appropriate research methodology
- Understand the needs and ways of reviewing related literature
- Develop research proposal
- **Design** data gathering instruments
- Write research report following APA style

Prerequisites:		
Weeks	Topics to be covered	Remark
1	Unit One 1. Introduction to Research 1.1. Sources of Knowledge 1.2. Definition of research 1.3. Important concepts in research 1.4. Nature and purpose of research 1.5. Basic research methods in behavioral sciences	
2	Unit Two: Research Problem Identification 2.1 Definition of a research problem 2.2 Sources of a research problem 2.3 Qualities of a good research problem 2.4 Research questions and hypothesis formulation	
	Unit Three: Literature Review 3.1 Meaning of literature review 3.2 Components of literature review 3.3 Purposes of literature review 3.4 Sources of literature review 3.5 Writing the literature review	

	Unit Four: Research Design and Methodology 4.1 Research designs 4.1.1 Historical Research 4.1.2 Descriptive methods 4.1.3 Experimental methods 4.1.4 Longitudinal and Cross-sectional methods 4.2 Paradigms of research 4.2.1 Qualitative methods 4.2.2 Quantitative methods 4.3 Population of the study 4.4 Sampling frame 4.5 Samples and sampling techniques 4.6 Data collection and tools 4.7 Construction of research instruments 4.8 Data analysis			
	Unit Five Research Proposal 1.7 Definition & Purposes of research proposal 1.8 Components of a research proposal			
	Unite Six Writing a Research Report and Presentation 6.1 Components of scientific research report 6.2 Oral presentation 6.3 Ethical consideration in research 6.4 Proposal presentation			
Mode of delivery/teaching-learning methods: Gapped lecture, Dlscussion, Micro-teaching, Presentation etc.				
Assessment methods continuous assessment (60%) and final exam. (40%)	Assessment type	Topics	Schedule	Weight
	Quiz-1	Introduction to Research & Research Problem Identification		10%
	Tests	Chapter 3 & 4		30%
	Assignment	Research Proposal Writting & presentation		15%
	Participation			5%

	Final Exam.	From all topics listed above		40%
TOTAL				100%
Course policies	<p>Preparedness: Students shall read before coming to classroom</p> <p>Participation: Students must actively participate in class (ALM).</p> <p>Attendance and preparation: Students ought to attend all sessions and preparations for class are expected, including completing all assignments in time. You are responsible for all information presented in class, including schedule changes.</p> <p>Plagiarism: All reviewed materials should be duly acknowledged. Cheating during any assessments will automatically lead to cancel your point.</p> <p>Grading system: As per the university legislation (Fixed scale will be used)</p>			
References	<p>David G. E., Kantowitz B. H., & Roediger III H. L. (2006). <u>Research Methods in Psychology</u> (8th ed). Library Code: BF 76.5 .E44</p> <p>Gary W. Heiman (2001). Understanding research methods and statistics: An integrated introduction for Psychology (2nd edition) Library Code: BF 76.5 H 435 2001</p> <p><i>Gary W. Heiman</i> (2002). <u>Research Methods in Psychology</u> (3rd ed). Li Code: BF 76. 5 .H43</p> <p>Ralph L. Rosno and Mimi Rosno (2209). Writing papers in Psychology (8th edition). Library Code: BF 76.7 R 67 2009</p> <p>William J. Ray (2003). <u>Methods toward a science of behavior & experience</u> (7th ed). Library Code: 204.2 RAY 2003</p>			

Module Name: Child in socio-cultural context

Module Code: ECCEM 3091

Module ECTS: 11

Course Title: Child Literature

Course Code: ECCE 3092

Course ECTS: 3

Course Description

The course is designed to enhance students' understanding of the forms and characteristics of children literature and appreciation for children's literature. The course focuses on the analysis, evaluation, and selection of literary works which meet the reading and/or listening interests and abilities of children and the role of children literature in enhancing their cognitive development and learning. Emphasis is placed on enabling learners to develop and select literature that helps to teach moral behavior to young children and make moral formation an integral dimension of child care and protection. Moreover the course enables students to evaluate media, program and reading materials designed for children.

At the end of this course students will be able to:

1. Become aware of the value of literature for all children.
2. Examine literature for children as it relates to the physical, social, and intellectual dimensions of human growth and development
3. Provide the student with an opportunity to explore and understand literature for children in greater depth.
4. Provide avenues for developing meaningful and creative learning activities for children.
5. Recognize the diverse values that literature holds for children, especially in relation to why, when, how and what literature is presented to children and /or used by children.
6. Identify and evaluate the contributions of authors and illustrators of children's literature.
7. Examine literature for its presentation of the mental and physical limitations of children and adults, to examine the appropriateness and inappropriateness of controls on content,

syntax and vocabulary for meeting the reading needs and interests of children who are developing at different rates.

8. Become aware of the issues and reasons involved in censorship and the proper procedures of dealing with censorship.
9. Be aware of the contributions of all cultures to children's literature and utilize these contributions in teaching children to respect the worth and uniqueness of all cultures and individuals.
10. Demonstrate different instructional techniques, methods, and media in presenting literature to children in order to meet specific learner needs.

Course title/code	Child Literature	
Course Code	ECCE3092	
Course Credit	3	
Course information	Target groups: Early Childhood Care and Education Academic year: _____ Semester: ____	
Module Name	Child in socio-cultural context	
Module Code	ECCEM3091	
Module coordinator	Name: E-mail:	
Instructor name and contact information	Name: Office: _____ Email address: _____ Phone: _____	

Schedule			
Week	Contact hours	Topics and subtopics	
	As class	Chapter One	

1	schedule	1. Concepts of Children's Literature <ul style="list-style-type: none"> 1.1 The Concept of Literature and Children's Literature <ul style="list-style-type: none"> 1.1.1 Definition of Literature 1.1.2 Definition of Children's Literature 1.1.3 The Child and Children's Literature 1.1.4 Values of Literature for Children 1.1.5 Promoting Child Development through Children's Literature 1.1.6 Developing Critical and Creative Thinking 	
		Chapter Two <ul style="list-style-type: none"> 2. History of Children's Literature <ul style="list-style-type: none"> 2.1 Millstone in history of children's literature 2.2 Children and the family 2.3 Early research-Children's reading habits and preference 	
		Chapter Three <ul style="list-style-type: none"> 3.1 Kinds of Children's Literature <ul style="list-style-type: none"> 3.1.1 Main Content 3.1.2 Kinds of Children's Literature 3.1.3 Short Stories 3.1.4 Folk Tales 3.1.5 Myths and Legends 3.1.6 Novel 3.2 The Characteristics and needs of children's development <ul style="list-style-type: none"> 3.2.1 Characteristics of children's development 3.2.2 The needs of children 	

		<p>3.2.3 Importance of children's literature in meeting the needs of children</p> <p>3.3 The Role of Children's Literature in Children's Development</p> <p>3.3.1 The Role of Children's Literature on the Development of Children's Perception</p> <p>3.3.2 The Role of Literature in Meeting Children's Psychological Development</p> <p>3.3.3 Characteristics of Children's Literature</p>	
1	As class schedule	<p>Chapter Four</p> <p>4. Evaluating and Selecting Literature for Children</p> <p>4.1 Literary elements in children's books</p> <p>4.2 Standards for evaluating books for children</p> <p>4.3 Selection of books for children/Children's response to books</p> <p>4.4 Literature and the Curriculum</p>	
2/3	As class schedule	<p>UNIT FIVE</p> <p>5.1 Picture Books</p> <p>5.1.1 Definition and types of picture books</p> <p>5.1.2 Artists and their illustrations</p>	

		<p>5.1.3 Evaluating picture books/illustrations</p> <p>5.1.4 Outstanding illustrators.</p> <p>5.2 Traditional Literature</p> <p>5.2.1 Heritage</p> <p>5.2.2 Types: Folktales, Myths, Legends</p> <p>5.2.3 Involving Children (Storytelling, comparing folktales from different countries and creative dramatics)</p> <p>5.3 Poetry and Verse</p> <p>5.3.1 Elements of Poetry</p> <p>5.3.2 Criteria for selecting</p> <p>5.3.3 Poets</p> <p>5.3.4 Characteristics of Poems children prefer</p> <p>5.3.5 Poetry in the classroom</p> <p>5.4 Modern Fantasy and Science Fiction</p>	
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		<p>5.4.1 Evaluating and selecting fantasy/science fiction</p> <p>5.4.2 Types of Fantasy</p> <p>5.4.3 Personification</p> <p>5.4.4 Fantasy and Science Fiction in the classroom</p> <p>5.5 Contemporary Realistic Fiction</p> <p>5.5.1 Sensitive Topics</p> <p>5.5.2 Themes in Contemporary Realistic Fiction</p> <p>5.5.3 Using Contemporary Realistic Fiction in the classroom</p> <p>5.6 Biography/Historical Fiction</p> <p>5.6.1 Criteria for selecting and evaluating</p> <p>5.6.2 Authenticity</p> <p>5.6.3 Biography/Historical Fiction books in the classroom</p> <p>5.7 Information Books</p> <p>5.7.1 Criteria for selecting and evaluating</p>	
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		<p>5.7.2 Content bias/Authenticity/Currency</p> <p>5.7.3 Information books in the classroom</p> <p>5.8 Multiethnic Literature</p> <p>5.8.1 Evaluating and Selecting</p> <p>5.8.2 Black American literature</p> <p>5.8.3 Native American literature</p> <p>5.8.4 Hispanic American literature</p> <p>5.8.5 Asian American literature</p> <p>5.8.6 Ethiopian Literature</p> <p>5.8.7 Using multiethnic literature in the classroom</p>	
3/4	As class schedule	<p>Chapter Six</p> <p>1. Presenting Children's Literature</p> <p>6.1 Strategies of teaching children's literature</p> <p>6.1.1 Strategies for Teaching Children's Literature</p> <p>6.1.2 Controlled Reading</p> <p>6.2 Important considerations in planning and literature</p> <p>6.3 Factor to Consider in Presentation to Literature Children</p>	

		6.4 Criteria for selecting children’s literature 6.5 The teachers sanctions in preparing literature 6.6 Teacher's role in novel presentation of literature to children		
4/5	As class schedule	Chapter Seven 2. Essential Factors in Developing Children's Reading Skill 7.1 Reading skill Readiness 7.1.1 Definition of Reading and the Concept of Readiness i. What is Reading? ii. What is Reading Readiness? iii. Important Pre-Reading Skills iv. Developing Reading Readiness through Activities 7.2 Developing Reading Interest and Skills in Children 7.2.1 Developing Reading Culture in Children 7.2.2 Stimulating Reading Interest 7.2.3 Developing Reading Skills in Children 7.3 Purposes and Types of Reading 7.3.1 Purpose and Types of Reading 7.3.2 Factors Affecting Reading Comprehension 7.4 Library use Skill 7.4.1 The Meaning, Objectives and Functions of Library 7.4.2 Types of Libraries 7.4.3 Types of Library Material 7.4.4 Use of the Library		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, cases, role play, educational visit				
MATERIALS FOR LEARNING: Video tapes, Computer application, Children’s books , Texts and Library References and Journals				
Assessment methods		Assessment type	Schedule	Weight
continuous assessment		Quiz		5%

(60%) and final exam (40%)	Test 1			15%
	Test 2			15%
	Individual and Group Assignment			15%
	Participation			5%
	Final Exam.	Form all topics listed above		40%
	TOTAL 100%			
References:				

Module Title: Children in Socio-cultural Context

Module Code: ECCE _M 3091

Module ECTS: 11

Course Title: Child, Family, and Community

Course code: ECCE 3091

Course ECTS: 5

Course Description

This course provides students with a theoretical understanding of how diverse human experiences influence the development of young children. It focuses on examination of the developing children in a social context focusing on the interrelationship of family and community, reflecting the changing trends over the years and across situations. The course explores contexts wherein children develop socially with sensitivity, professional insight. Having an interdisciplinary nature, it takes a comprehensive look at the socialization and education of young children and the consequences of household, baby care, educational settings, peer group, media, community, and societal elements on the socialization of the child. It also emphasizes the need for support to families, to promote family's quality of life and enhance children's development and adjustment. In this course, students will gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.

Course Objectives

At the end of this course, students will be able to:

- Understand the meaning and nature of child, family, community etc
- Examine aspects of development and issues which affects the development of children including child rearing practices and socialization
- Appreciate the unique characteristics of family and the impact of culture and social background, on the development and learning of children.
- Examine issues and needs of families and children in special circumstances
- Develop a general understanding of family with regard to changing roles and relationships in a family environment.
- Realize the implications of economic changes, population trends, social policies and ecological environment on family life.
- Identify community resources and ways of effectively utilizing the resources
- Demonstrate skills necessary to bridge the child, family, community, and others to ensure effective communication and collaboration
- Understand the need for and ways of empowering families and community to ensure the wellbeing of children

Schedule		
Week	Topics and subtopics	Text books (available in the library)
1 -2	Unit one: Introduction 1.1 Definition of basic Terms 1.1.1 Child 1.1.2 Family 1.1.3 Community 1.2 Interaction Among Child, Family, and Community	Gestwicki, C. (2010). Home, School, and Community (7 th ed.). Wadsworth. Belmont, USA Gordon, A. & K. Williams Browne. (2007). Beginning Essentials in Early Childhood Education. Delmar Cengage Learning

3-6	<p>Unit Two: The Child</p> <p>2.1 Understanding the Child</p> <p>2.2 Needs of Children</p> <p>2.3 Influences in Childhood</p> <p> 2.3.1 The Nature-Nurture issues in Child Development</p> <p> 2.3.2 Peer Groups</p> <p> 2.3.3 Caregivers Influence</p> <p> 2.3.4 Media influences</p> <p>2.4 Today's Children, Emerging Trends and the future: focus on Ethiopia</p>	<p>Click, P.M. & Parker, J. (2009). Caring for School-Age children(5th ed.). Delmar Cengage Learning, New York.</p> <p>Crosser, S. (2005). What do we know about Early Childhood Education. THOMSON Delmar learning, New York.</p>
7-10	<p>Unit Three: Family</p> <p>3.1 Understanding Family</p> <p> 3.1.1 Family forms and Structures</p> <p> 3.1.2 Family Diversity</p> <p> 3.1.3 Family's Role/ Function in Child Care</p> <p> 3.1.3.1 Child Rearing Practices</p> <p> 3.1.3.2 Socialization</p> <p> 3.1.3.3 Parenting Style</p> <p> 3.1.3.4 Family Involvement in ECCE</p> <p> 4.1.1 Family Connections to Peers and Community</p> <p> 4.1.2 Parent-teacher Conference/collaboration</p> <p> 4.1.3 Family-Staff/caregiver Relationships</p> <p> 4.1.4 Home Visits</p> <p>3.2 Families in Different Circumstances: Effects on Children</p> <p> 3.2.1 Family violence</p>	<p>Gestwicki, C. (2010). Home, School, and Community (7th ed.). Wadsworth. Belmont, USA</p>

	Unit Four: Community and its Influence 4.2 Types of Community 4.3 Diversities in Community 4.4 Community Resources and.... 4.5 Developing Partnership for the Wellbeing of Children 4.6 Community Involvement in Early Childhood Care and Education 4.6.1 Redefining education after school	Gestwicki, C. (2010). Home, School, and Community (7 th ed.). Wadsworth. Belmont, USA		
15-16	Chapter Five: Empowering Families and Community 5.1 Definition of empowerment 5.1 Means of Empowerment 5.1.1 Parent Education and Family Life Education 5.1.2 National Center on Parent, Family and Community 5.1.3 Entrepreneurship	Click, P.M. & Parker, J. (2009). Caring for School-Age children(5 th ed.). Delmar Cengage Learning, New York. Crosser, S. (2005). What do we know about Early Childhood Education.		
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, case presentation, Group discussion, Project, Self learning etc				
Assessment methods	Assessment type	Chapter(s)	Schedule	Weight
	Attendance + class participation	~~~~~		10%
	Tests-1~~~~~	1-2~~~~~	End of 2 nd week	15%
	Test-2~~~~~	3-4~~~~~	End of 5 th week	15%
	Assignment-1	5-6~~~~~	Will be set~~~~~	10%
	quiz	~~~~~	~~~~~	10%
	Final Exam	Comprehensive		40%
	Total	100%		
Course polices	Punctuality: Students must come the class on time			
	Preparedness: Students shall read before coming to classroom			
	Participation: Students must actively participated in class (ALM)			

	<p>Class Attendance: Students ought to attend at least 80% of the sessions</p> <p>Plagiarism: All reviewed materials should be duly acknowledged.</p> <p>Other ethical issues will be governed by the University's rules and Regulations</p>
References	-

Module Title: Children in Socio-cultural Context

Module Code: ECCE_M 3091

Module ECTS: 11

Course Title: Child and Media

Course Code: ECCE3093

Course ECTS: 3

Course title	Child and media
Course description	<p>This course examines a variety of questions related to children's use and understanding of the media, and to the role of the media in their social and personality development. How do media shape and socialize us? How does exposure to TV programs, movies, magazines, and the internet shape children's understanding of gender roles, and societal norms (e.g., dating and sexuality)? Does watching violence on television or enacting violent behavior in video games contribute to aggressiveness in children? Do the portrayals of males and females in music videos and magazine advertising adversely affect adolescents' self-concept, body image, and self-esteem? In this course we will discuss these and other questions, will critically examine experimental methodology used to test these issues, and will review several theoretical perspectives describing links between children and the media.</p>
Course objective	<ul style="list-style-type: none"> • Students will become more reflective and aware of the role of mass media and digital technology in the context of family dynamics and human development; • students will gain knowledge about the economics and industry structure of children's media, including the work of those who create applications for children, music, film, television, advertising, videogames, and the Internet; • Students will gain knowledge about the cognitive, social and emotional aspects of children's media and technology use; • Students strengthen critical reading and research skills in understanding diverse research paradigms for exploring children and media and develop strategies for evaluating quantitative and qualitative research concerning children and media;

Learning outcomes	<p>Upon completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> • Define media. • Identify role of media in attitude formation. • Describe the effect of media on attitude and self-concept formation • Explain the impact of television and advertisement on children's behavioral development. • review research and literature on link of media and children • Distinguish between different kinds of media. • improve skills of written, oral and multimedia expression by composing in a variety of genres, including academic writing, public speaking, reviews, formal letters and emails and multimedia
Contents	<p>1. CHILDREN AS ACTIVE MEDIA CONSUMERS</p> <p>1.1. Introduction: Course Overview and Organization</p> <p>1.2. Theoretical Issues</p> <p>1.3. Children's Media Habits</p> <p>1.4. Babies, Preschoolers and Media</p> <p>1.5. Children's Perception and Comprehension of TV</p> <p>1.6. Children and Advertising</p> <p>1.7. Children's Brand Recognition</p> <p>2. CONTENT & INFLUENCE OF MEDIA ON ATTITUDES ABOUT SOCIAL GROUPS</p> <p>2.1. Portrayals of Race and Ethnicity on Television</p> <p>2.2. The Impact of Portrayals of Race</p> <p>2.3. Representations of Gender--Cartoons & Prime-Time</p> <p>2.4. Influence of Media on Gender Attitudes & Ideology</p> <p>2.5 Effects of Media Use on Gender Beliefs & Behavior</p> <p>3. INFLUENCE & EFFECTS OF MEDIA USE ON SELF, OWN CHOICES, OWN BEHAVIOR</p> <p>3.1. Television Viewing and School Readiness</p> <p>3.2. Television Viewing and Academic Achievement</p> <p>3.3. Media Violence: Nature of Content I</p>

	<p>3.4. Media Violence: Nature of Content II</p> <p>3.5. Violent Video Games and Aggression in Children</p> <p>3.6. Television Viewing & Aggression: Exp. Research</p> <p>3.7. Longitudinal Research On Television Violence</p> <p>3.8. Body Shapes and Sizes in the Media: Women</p> <p>3.9. Body Shapes and Sizes in the Media: Men</p> <p>3.10. Screening of Killing Us Softly</p> <p>3.11. Impact of Media on Children's Body Image</p> <p>3.12. Media Effects on Body Image in Teens and Adults</p> <p>3.13. Images of Sexuality in Youth-Oriented Magazines</p> <p>3.14. Prime-Time Images of Sexuality</p> <p>3.15. Links Between Media & Adolescent Sexual Behavior</p> <p>3.16. Influence of Media Exposure on Sexual Attitudes</p> <p>3.17. TV and Obesity</p> <p>3.18. TV, Movies, and Teen Smoking</p> <p>4. CHILDREN AND THE INTERNET: A NEW FRONTIER</p> <p>4.1. Internet Safety, Celebrity Culture & Digital Citizenship</p> <p>4.2. Children and Adolescent Internet Use</p> <p>4.3 Mediation & Intervention: Reducing Neg. Effects</p> <p>4.4 Adolescent Resistance to Media Images</p> <p>4.5. Using TV to Promote Healthy Sexual Behavior</p> <p>4.6. When Video Games are Good</p> <p>4.7. Using Children's TV to Promote Pro-social Behavior</p> <p>4.8. Living and Learning with New Media</p> <p>5. Digital and Media Literacy Education in the Elementary Grades</p> <p>6 Literature and research on children and media</p>
Reference	<p>Dorr, A. (1986). Television and children: A special medium for a special audience. Beverly Hills, CA: Sage. 6 Chapter 1</p> <p>Giles, D. (2003). Media psychology. Mahwah, NJ: Lawrence Erlbaum Associates. 6 Chapter 2</p> <p>Valkenburg, P. M., & Buijzen, M. (2005). Identifying determinants of young children's brand awareness: Television, parents, and peers. Journal of Applied</p>

	<p>Developmental Psychology, 26 (4), 456-468.</p> <p>Achenreiner, G. B., & John, D. R. (2003). The meaning of brand names to children: A developmental investigation. Journal of Consumer Psychology, 13 (3), 205-219.</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Parallel
Delivery of teaching	<p>discussion, interactive lecture, case study, demonstration, article review</p> <p>Presentations, research summaries, personal reflections, proposals and treatments.</p>
Assessment techniques	<p>Quiz (10%);</p> <p>Test (30%)</p> <p>Individual and group assignment with presentation (15%)</p> <p>participation (5%)</p> <p>final examination 40%</p>

Module Title: Child Welfare and Protection

Module Code: ECCEM3061

ECTS: 30

Course Title: Child Health, Safety and Nutrition

Course code: ECCE 3061

Course ECTS: 6

Course Description

Sound health, safety, and nutritional practices provide the foundation for proper development and learning during early childhood. Early childhood professionals are, therefore, expected to promote physical and mental health of children by emphasizing the need for appropriate nutrition and the provision of an emotionally and physically safe environment for young children. This course provides students with a comprehensive overview of the basic and changing health, safety, and nutritional needs of growing children and appropriate methods to meet these needs. Topics addressed will include the importance of a healthy lifestyle to the children's development and learning, understanding the signs and symptoms of common childhood illness, *principles and applications of first aid*, emergency management, understanding and dealing with child abuse and neglect, ways of planning healthy and safe environments for children, and the basic elements of planning nutritionally adequate and appropriate meals in settings that involve caring for and educating children.

OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistically and developmentally sound practice.
- B. Identify health, safety, and environmental risks in children's programs.
- C. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- D. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

- E. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

COURSE CONTENT

UNIT 1 Promoting Children's Health: Healthy Lifestyles and Health Concerns

1.1 Children's Well-Being: What It Is and How to Achieve It

- ✓ The Preventive Health Concept
- ✓ Health, Safety, and Nutrition
- ✓ An Interdependent Relationship
- ✓ Children's Growth and Development
- ✓ Promoting a Healthy Lifestyle

1.2 Daily Health Observations (Promoting Children's Health

- ✓ Observation as a Screening Tool
- ✓ Daily Health Checks
- ✓ Family Involvement
- ✓ Health Education

1.3 Assessing Children's Health (Health Records

- ✓ Screening Procedures
- ✓ Sensory Development
- ✓ Vision Screening
- ✓ Hearing Screening
- ✓ Speech and Language Evaluation
- ✓ Nutritional Assessment
- ✓ Referrals

1.4 Common Chronic Medical Conditions Affecting Children's Health

- ✓ Common Chronic Diseases and Medical Conditions (Allergic Diseases, Asthma , Anemia , Childhood Cancers, Diabetes, Eczema Excessive Fatigue, Lead Poisoning, Seizure Disorders and Sickie Cell Disease)
- ✓ The Infectious Process and Environmental Control (Communicable Illness, Stages of Illness and Control Measures)

1.5 The Infectious Process and Environmental Control

1.6 Communicable and Acute Illness: Identification and Management

- ✓ Communicable Childhood Illnesses
- ✓ Common Acute Childhood Illnesses

UNIT 2 Keeping Children Safe

2.1 Creating High-Quality Environments

- ✓ Features of High-Quality Programs
- ✓ Guidelines for Safe Environments

2.2 Safety Management

- ✓ What Is Unintentional Injury?
- ✓ Risk Management: Principles and Preventive Measures
- ✓ Implementing Safety Practices
- ✓ Legal Implications

2.3 Management of Injuries and Acute Illness

- ✓ Emergency Care vs. First Aid
- ✓ Life-Threatening Conditions
- ✓ Non-Life-Threatening Conditions

2.4 Maltreatment of Children: Abuse and Neglect

- ✓ Historical Developments
- ✓ Discipline vs. Punishment
- ✓ Abuse and Neglect
- ✓ Understanding the Dynamics of Abuse and Neglect
- ✓ Protective Measures for Programs and Teachers
- ✓ Reporting Laws

2.5 Planning for Children's Health and Safety Education

- ✓ Family Involvement in Health and Safety Education
- ✓ The Role of Teacher In-service In Health and Safety Education
- ✓ Effective Instructional Design
- ✓ Activity Plans

UNIT 3 Foods and Nutrients: Basic Concepts

3.1 Nutritional Guidelines

- ✓ Dietary Reference Intakes (DRIs)
- ✓ Dietary Guidelines for Americans
- ✓ The Food Guide Pyramid Food Labels

3.2 Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins)

3.3 Nutrients That Promote Growth of Body Tissues (Proteins, Minerals, and Water)

3.4 Nutrients That Regulate Body Functions (Vitamins, Minerals, Protein, and Water)

UNIT 4 Nutrition and the Young Child

4.1 Feeding Infants

- ✓ Profile of an Infant
- ✓ Meeting the Infant's Nutritional Needs
- ✓ Feeding Time for the Infant
- ✓ Introducing Semi-Solid (Pureed) Foods
- ✓ Some Common Feeding Concerns

4.2 Feeding Toddlers and Young Children

- ✓ Developmental Profile of Toddlers, Preschoolers, and School-Aged Children
- ✓ The Challenge of Feeding Toddlers
- ✓ As the Toddler Becomes a Preschooler
- ✓ Healthy Eating Habits
- ✓ Health Problems Relating to Eating Habits

4.3 Planning and Serving Nutritious and Economical Meals

4.4 Food Safety

- ✓ Food Safety Depends on Sanitation
- ✓ Food-Borne Illnesses
- ✓ Conditions for Bacterial Growth

4.5 Nutrition Education Concepts and Activities

- ✓ Basic Concepts of Nutrition Education
- ✓ Responsibility for Nutrition Education
- ✓ Rationale for Nutrition Education in the Early Years
- ✓ Planning a Nutrition Education Program
- ✓ Guidelines and Safety Considerations for Nutrition Education Activities
- ✓ Developing Lesson Plans for Nutrition Activities
- ✓ Additional Food Information Sources

METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Demonstrations
- G. Multi-Media Presentations

METHODS OF ASSESSMENT/EVALUATION

- A. Exams/Tests
- B. Papers
- C. Oral Presentation
- D. Projects
- E. Class participation

EXAMPLES OF ASSIGNMENTS

Reading Assignments

1. Read a series of current professional articles on infectious diseases and be prepared to discuss in class.
2. Read a series of current professional articles on topics such as feeding young children and/or menu planning and be prepared to discuss in the class.

Writing Assignments

1. View a set of videos which critiques routines related to health and including napping, brushing teeth and toilet learning and respond in writing to a series of reflective questions.

Out-of-Class Assignments

1. Develop a resource binder of community agencies and resources that are available in the community.
2. Interview an early childhood administrator regarding nutrition, health and safety policies and procedures.

RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Robertson, A. Safety, Nutrition and Health in Early Education. 6th Edition. Cengage, 2016.
- B. Sorte, J. Nutrition, Health and Safety for Young Children. 2nd Edition. Pearson, 2014.
- C. Manual of Policies and Procedures: Child Care Centers

Module Title: Child Welfare and protection

Module Code: ECCE_M 3061

ECTS: 30

Course Title: Guidance and counseling in early childhood

Course Code: ECCE 2062

ECTS: 5

Course Description

This course aims at equipping students of early childhood education and care with the knowledge of guidance and counseling so that they are able to take up the role of teacher-counselors. This course will introduce classical and contemporary theories in guidance and counseling and include five components to facilitate the united growth of young children: basic concepts of guidance and counseling, personal growth, personal and social education, problem behaviors in early childhood, and counseling techniques. Various approaches of working with families in guiding children's behaviors will be covered.

Course Objective

After successful completion of the course, students will be able to:-

- ❖ Describe the meaning, the rationale, and the function of Guidance and Counseling
- ❖ Discuss different counseling theories
- ❖ Discuss a wide range of therapeutic approaches, their key concepts and assumptions, and therapeutic goals and techniques.
- ❖ Understand the strengths and limitations of different Counseling theories Identify the therapeutic implications of different counseling theories
- ❖ Provide psychosocial care and support required for young children
- ❖ Examine major problems and challenges of early childhood
- ❖ Apply possible treatment approaches
- ❖ Compare and contrast counseling theories with reference to their conceptual, practical and ethical dimensions
- ❖ Appraise the contributions and limitations of each of the therapeutic approaches.

Weeks	Topics to be covered	Remark
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1	<p>Chapter One</p> <p>1. Introduction</p> <p>1.1. Definition of Guidance, Counseling, and psychotherapy</p> <p>1.2. Historical development of Guidance and Gounseling</p> <p>1.3. Types of Guidance</p> <p>1.4.1. Vocational Guidance</p> <p>1.4.2. Personal Guidance</p> <p>1.4.3. Behavioral Guidance</p> <p>1.5. Types of Counseling</p> <p>1.5.1 Individual Counseling</p> <p>1.5.2. Group Counseling</p>	
2	<p>Chapter Two</p> <p>2. Principles and Skills of Counseling</p> <p>2.1. Basic Skills of Counseling</p> <p>2.2. Basic principles of Counseling</p> <p>2.2. Characteristics of effective counselor</p> <p>2.5. Environmental set up of Counseling</p>	
	<p>Chapter Three</p> <p>3. Process of Counseling</p> <p>3.1. Counseling Process</p> <p>3.1.1. Phases of counseling process rapport</p> <p>3.2. Termination</p> <p>3.2.1.Function of Termination</p> <p>3.2.2. Timing of termination</p> <p>3.2.3. Issues of termination</p> <p>3.2.4. Resistances to termination</p>	

	<p>3.2.5. Pre-matured termination</p> <p>3.2.6. Counselors Initiative termination</p> <p>3.2.7. Ending a Positive note</p> <p>3.2.8 .Follow-up and referral</p>	
	<p>Chapter Four</p> <p>4. Theories of Counseling</p> <p>4.1. Psychoanalytic</p> <p>4.2.Individual Psychology</p> <p>4.3. Client Centered</p> <p>4.4. Gestalt</p> <p>4.5. Reality Therapy</p> <p>.4.6.Cognitive Behavioral Therapy</p> <p>4.7. Rational Emotive Behavioral Therapy</p> <p>4.8. Play therapy and Filial Play Coaching skill</p> <p>4.9. Eclectic view point</p>	

Revisited	<div>Chapter Five</div> <div>5. Assessment and Diagnosis in Counseling (Counseling techniques)</div> <div>5.1. Factor Influencing Counseling techniques</div> <div>5.2. Initiative, Physical setting, Client quality, and Counselors quality</div> <div>5.3. Types of Interview</div> <div>5.3.1. Client Versus Counselors Initiative Interview</div> <div>5.3.2. Information oriented First Interview</div> <div>5.3.3. Relationship oriented first Interview</div> <div>5.4. Testing, assessment and Diagnosis</div> <div>5.4.1 Types of assessment</div> <div>5.4.2.Purposes of assessment</div> <div>5.4.3.Types of diagnosis</div> <div>5.4.4. Goal of diagnosis</div> <div>5.4.5. Exploration and Identification of goals</div>			
	<div>Chapter Six</div> <div>6. Counseling Children with Commonly Occuring problems</div> <div>6.1. Adolescence and care givers conflict</div> <div>6.2. Alcohol and Drug use</div> <div>6.3. Non Assertiveness</div> <div>6.4. Death and Breavement</div> <div>6.5. Depression</div> <div>6.6. Anxiety</div> <div>6.7. Stress</div> <div>6.8. HIV/AIDS</div> <div>6.9 Abuse and Harassment</div>			
Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, case study presentation etc.				
Assessment methods continuous	Assessment type	Topics	Schedule	Weight

assessment (60%) and final exam. (40%)	Quiz-1	Definition of Guidance Counseling, and therapy Types, Approaches and Subfields of counseling		15%
	Tests			30%
	Assignment			15%
	Final Exam.	From all topics listed above		40%
TOTAL				100%
Course policies	<p>Preparedness: Students shall read before coming to classroom</p> <p>Participation: Students must actively participate in class (ALM). Attendance and preparation: Students ought to attend all sessions and preparations for class are expected, including completing all assignments in time. You are responsible for all information presented in class, including schedule changes.</p> <p>Plagiarism: All reviewed materials should be duly acknowledged. Cheating during any assessments will automatically lead to cancel your point. Grading system is criterion-referenced.</p>			
References	<ul style="list-style-type: none"> ✓ Dan Gartrell (2004). The Power of Guidance. Teaching social-Emotional Skills in Early Childhood Classrooms= avialable in Library ✓ Steve Cooper(2005). A Comprehenssive handbook for Counceling. Inception, implementation and Evaluation= avialable in Library ✓ Robert L. Gibson, Marianne H. Mitchall,(2003), Introduction to Counseling and Guidance, 6th ✓ Rechard Nelson _ Jones (2001). <u>Theory and Practice of Counseling and Therapy (3rd Ed.)</u>. Continuum publishers. London. Soft Copy ✓ Charles Gelso,(2001),Counseling psychology. ✓ Gerald Corey (2005). <u>Theory and Practice of Counseling and Psychotherapy (7th Ed.)</u>. Brooks/Cole. Soft Copy. ✓ Vernon G. Zunker (2002), Career counseling : applied concepts of life planning, ✓ Philip Burnard, 1999, Counseling Skills Training: A Sourcebook of activities, ✓ Dessaleng Chalchisa (2006). Counseling manual for Professional care givers for orphanages and Institutions. Training Manual. Addis Ababa. 			

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Module Title: Child Welfare and Protection

Module Code: ECCE-M3061

Module ECTS: 30

Course Title: Alternative Child Care

Course Code: ECCE 2065

Course ECTS: 3

Course Description

The course provides students with basic understanding of historical roots and various perspectives on child rights, care and protection, global and local child right issues, social care and protection services for children and challenges associated with child care policy and practices. It addresses such topics as child rights and public policy, alternative child care and protection, domestic violence, child abuse and neglect and designing and implementing child-sensitive policies.

Course Objective:

At the end of the course students will be able to:

- Develop knowledge regarding the nature and concepts of alternative child care and protection
- Understand minimum conditions on the delivery of alternative childcare services in the country, so that organizations can adopt and apply them in the context of the objective reality of their regions;
- To develop sound child-oriented operational frameworks in accordance with the rights-based approach both at institutional and community levels, so that all children will be ensured of the necessary protection;
- Facilitate and provide the provision of quality and effective care and support to vulnerable, based on the principles that they ensure the best interests of the child;
- Appreciate participatory approach of dealing with the care and support of children who needs alternative care.

CHAPTER ONE

- 1.1 Concepts and Nature of Alternative Child Care
- 1.2 Rational for revising the guideline
- 1.3 The State of Alternative Childcare Services
- 1.4 Objectives of the Guideline
- 1.5 Guideline Principles
- 1.6 Definition of Terms

CHAPTER TWO

- 2.1 Preventing the need for alternative care
 - 2.1.1 Promoting parental care
 - 2.1.2 Preventing family separation
 - 2.1.3 Promoting family reintegration
- 2.2 Alternative Childcare Guidelines
- 2.3 Types Alternative Childcare
 - 2.3.1 Guideline on Community-Based Childcare
 - 2.3.2 Guideline on Reunification and Reintegration Program
 - 2.3.3 Guideline on Foster Care
 - 2.3.4 Guideline on Adoption
 - 2.3.5 Guideline on Institutional Care

CHAPTER THREE

- 3.1 Alternative Care in Emergency Situations
- 3.2 Application of the Guidelines

CHAPTER FOUR

- 4.1 Establishment, Code of Ethics And Monitoring and Evaluation
- 4.2 Establishment and Licensing of Childcare Organizations
- 4.3 Registration Procedures
- 4.4 Code of Ethics
- 4.5 Accountability
- 4.6 Monitoring and Evaluation Systems
- 4.7 Application of the Guidelines

Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, case-study presentation etc.				
Assessment methods	Assessment type	Topics	Schedule	Weight
continuous assessment (60%) and final exam. (40%)	Quiz-1	Definition of Guidance Counseling, and therapy Types, Approaches and Subfields of counseling		10%
	Tests			30%
	Assignments			15%
	Final Exam.	From all topics listed above		40%
	TOTAL			100%

References

- CYAO, *Draft Guideline on Child-Family Reunification Program*, 1997.
- HAPCO, *Comprehensive Community-based Care and Support Guideline for PLWHA, OVC and Affected Families*, 2006.
- JeCCDO, *Proceedings of the Workshop on Deinstitutionalization: the Way to Community-based Child Support Programs*, 2002.
- Mekdes, G. & Tesage, *Assessment Report on the Use and Implementation of the National Guidelines on Alternative Childcare*, 2006.
- National Steering Committee for Sexually Abused and Exploited Children, *Child Friendly Rehabilitation/Treatment Guideline for Sexually Abused and Exploited Children*, 2007.
- SCAB, *Study on Community-based Alternative Childcare in Addis Ababa*, 2006, *Working Guideline of Adoption Service*, 2006.
- Tenange, A., *Practice of Inter-country Adoption in Ethiopia: M.A Thesis*, Addis Ababa University, 2006.
- The African Charter on the Rights and Welfare of Children*.
- The FDRE, *Revised Family Law*, 2002.
- United Nations, *UN Convention on the Rights of the Child*, 1991.

Module Title: Child Welfare and Protection

Module Code: ECCE-M3061

Module ECTS: 30

Course Title: Child right, protection and Welfare

Course Code: ECCE 3066

Course ECTS: 5

Course title/code	Child Rights, Protection and Welfare	
Course Credit	5 ECTS or 3 Credit hours	
Module Name	Child Right, Protection and Welfare	
Instructor name and contact information	Name: Office:_____ Email address: Phone:	
Course description	The course provides students with the overview of different declaration on children's rights and protection in a historical perspective. The students will also learn to explore children's lives and welfare in light of changing policies and processes of globalization. The students acquire knowledge about the principle of the "best interest of the child" and children's rights to provision, protection and participation. Among additional topics to be addressed are emerging issues on the rights of minority-group children (e.g. the rights of street children, the rights of refugee children etc.), children as social participants in the economic, social and cultural reproduction of society, the role of NGOs in the implementation of the UN Convention on the Rights of the Child, assessments of national reports on children's rights, migration and ethnicity, etc. The course also provides students with knowledge about the Contexts of child protection in Ethiopia and global level.	
Objectives:	Upon completion of the course students will be able to: <ul style="list-style-type: none">✓ Appreciate the conventions and policies related to child rights✓ Analyze the main idea of International conventions related to child rights✓ Discuss general principles of child right✓ Understand different kinds of child civil rights and freedoms✓ Identify different forms of child abuse and violation✓ Understand Challenges of caring and protecting children✓ Explain main Issues of Child Protection✓ Appreciate role of the family, teacher, society and media in child protection✓ Analyze challenges of caring and protecting children✓ Understand Contexts of child protection in Ethiopia✓ Apply different strategies of protecting children	

		<ul style="list-style-type: none">✓ Appreciate different strategies of rehabilitating child victim✓ Understand perspectives of child welfare	
Pre-requisites		No per requisites:	
Schedule			
Week	Date/ contact	Topics and subtopics	Text books (text books available in the library, include page numbers
1		<p>CHAPTER ONE INTRODUCTION</p> <p>1.1. Definition of Childhood</p> <p>1.1. Commencement of Childhood</p> <p>1.2 The Concept of Childhood under Ethiopian Laws</p> <p>1.3. Definition of Specific Minimum Ages under Ethiopian Legislation</p> <p>CHAPTER TWO GENERAL MEASURES OF IMPLEMENTATION OF RIGHTS OF CHILDREN</p> <p>2. 1. International Human Rights Instruments</p> <p>2.2. Recognition of Child Rights in the FDRE Constitution</p> <p>2.3. Status and Domestication of the CRC and ACRWC in Ethiopian Courts</p> <p>2.4. The Need for Comprehensive Legal Reform</p> <p>2.5. Children’s Rights under Ethiopian National Policies</p> <p>2.6. National Strategies for the Realization of the Rights of Children</p> <p>2.7. Coordination of Implementation of Children’s Rights</p> <p>2.8. Independent Monitoring of Implementation of Children’s Rights</p> <p>2.9. Monitoring and Data Collection</p> <p>2.10 Partnership with Civil Society</p> <p>2.11 Budgetary Allocation for Children</p> <p>2.12. Dissemination, Awareness Raising and Training</p> <p>CHAPTER THREE GENERAL PRINCIPLES OF CHILD RIGHT</p> <p>3.1. The Principle of Non-Discrimination</p> <p>3.1.1. Affirmative Action</p> <p>3.1.2. Scope of the Obligations arising from the Principle of Non-Discrimination</p> <p>3.1.3. Prohibited Grounds of Discrimination</p> <p>3.2. The Principle of the Best Interests of the Child</p> <p>3.2.1. Case Law by Courts Of Law in Ethiopia Applying the Best</p>	

	<p>Interests Principle</p> <p>3.3. The Right to Life and Maximum Survival and Development</p> <p>3.3.1. Abortion</p> <p>3.3.2. Infanticide</p> <p>3.3.3. Capital Punishment</p> <p>3.4. The Principle of Respect for the Views of the Child</p> <p>CHAPTER FOUR</p> <p>CIVIL RIGHTS AND FREEDOMS</p> <p>4.1. Birth Registration, Name, Nationality and Right to Know and Be Care for by Parents</p> <p>4.2. The Right of the Child to Identity</p> <p>4.3. Child's Right to Freedom of Expression</p> <p>4.4. Child's Right to Freedom of Thought, Conscience and Religion</p> <p>4.5. Child's Right to Freedom of Association and Peaceful Assembly</p> <p>4.6. Child's Right to Privacy</p> <p>4.7. Child's Access to Appropriate Information and Role of Media</p> <p>4.8. Freedom from Torture or Other Cruel, Inhuman, Degrading Treatment or Punishment</p> <p>4.9. Child's Right to Health and Health Services</p> <p>4.10. Child's Right to Education</p> <p>4.11. Child's Right to Leisure, Play and Culture</p> <p>CHAPTER FIVE</p> <p>CHILD PROTECTION</p> <p>5.1. The main Issues of Child Protection</p> <p>5.1.1. Domestic violence protection</p> <p>5.1.2. child abuse and neglect</p> <p>5.1.3. protecting children with disabilities</p> <p>5.1.4. Child labour</p> <p>5.1.5. Child Soldiers</p> <p>5.1.6. Early marriage and other harmful traditional practices</p> <p>5.2. Role of the family, teacher, society and media in child protection</p> <p>5.3. Challenges of caring and protecting children</p> <p>CHAPTER SIX</p> <p>CONTEXTS OF CHILD PROTECTION IN ETHIOPIA</p> <p>6.1. Situational analysis, poverty and vulnerability profile</p> <p>6.2. National policy context</p> <p>6.3. Constitutional, national and international legal context</p> <p>6.4. Overview of social protection interventions in Ethiopia</p> <p>CHAPTER SIX</p> <p>BASIC HEALTH AND WELFARE</p> <p>6.1. definition and forms of child welfare</p> <p>6.2. Perspectives on child welfare</p> <p>6.1. Rights of Children with Disabilities</p>	
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		6.2. 6.3. Access to Underlying Determinants of Health 6.4. Protection against Harmful Traditional Practices 6.5. Child’s Right to Benefit from Social Security 6.6. Child’s Right to an Adequate Standard of Living CHAPTER SEVEN SPECIAL PROTECTION AND WELFARE MEASURES 7.1 Protection of children in special situation 7.1.1 Children in Situations of Emergency 7.1.2 Refugee Children 7.1.3 Protection of Children affected by Armed Conflict 7.2 Rehabilitation of Child Victims 7.2.1 Children in Conflict with the Law 7.2.2 Administration of Child Justice Torture, Degrading Treatment and Deprivation of Liberty 7.2.3 Children in Situations of Exploitation 7.2.4 Child Labour and Abuse 7.2.5 Sexual Exploitation of Children 7.2.6 Prevention of Abduction, Sale and Trafficking 7.2.7 Children Belonging to a Minority or an Indigenous Group		
Mode of delivery/teaching-learning methods: gapped lecture, Problem-Based Learning, Discussion, Micro-teaching, Field Observation				
Assessment Methods continuous Assessment (60%) and Final Exam (40%)	Assessment Type	Topics	Schedule	Weight
	Quiz			5%
	Test- 1			15%
	Test- 2			15%
	Assignment			15%
	Presentation of Fieldwork			10%
	Final Exam.			40%
TOTAL 100%				
Course polices	COURSE POLICY All students are expected to abide by the code of conduct of students as per the Legislation of Ambo University throughout the course. Academic dishonesty, including cheating, fabrication and plagiarism will not be tolerated and will be reported to the bodies for action. Regular attendances, class activities (questions), doing assignments and submitting them on time are indispensable vehicles for the successful accomplishment of the course. Moreover, mobile cell phones are to be switched off so as to avoid distractions in the teaching learning activities including examination time. Lastly, but not least, note that all issues discussed in			

	the class will be incorporated in quiz, mid and final exams.
References	Girmachew Alemu & Yonas Birmeta, (2010), Handbook on the Rights of the Child in Ethiopia , Center for Human Rights, College of Law and Governance Studies Addis Ababa University in collaboration with save the children Norway–Ethiopia

Module Title: Child Welfare and protection

Module Code: ECCE_M 3061

ECTS: 30

Course Title: Child Risk and Management

Course Code: ECCE 3063

ECTS: 6

Course Description

This course aims at equipping students of early childhood care and education with the knowledge of child risk and management so that they are able to take up the role of care givers, supporters and risk assessors.

Chapter one; Introduction to child risk and management

- 1.1 basic concepts and definitions
- 1.2 classification of child at risk
- 1.3 major cause for child at risk

chapter two; Magnitude and extent of child at risk

- 2.1 global magnitude of child at risk
- 2.2 Ethiopian magnitude of child at risk
- 2.3 risk and protective factors

Chapter three; child abuse and neglect




3.1 neglect

- 3.1.1 definition, sign of neglected child and its psychological impacts on children
- 3.1.2 assessing neglected child
- 3.1.3 intervention and management of neglected child



3.2 child abuse

child abuse definition and categories

3.2.1 sexual abuse

-  definition, sign of sexual abused child and its psychological impacts on children
-  assessing neglected child
-  intervention and management of sexually abused children

3.2.2 emotional abuse

-  definition, sign of emotional abused child and its psychological impacts on children
-  assessing emotional abused child

- ✚ intervention and management of emotional abused children

3.2.2 physical abuse

- ✚ definition, sign of physical abused child and its psychological impacts on children
- ✚ assessing physical abused child
- ✚ intervention and management of physical abused children

Chapter Four; risk assessment and management at emergency situations

- 4.1 What is emergency situation
- 4.2 classification of emergency situation
- 4.3 risk assessment and management at famine; flood, war, displacement, etc

Chapter five; Child trafficking

5. Definitions, nature and scope of child trafficking

- 5.1. Introduction: An overview of child trafficking and child adoption
- 5.2. child trafficking and child adoption definitions
- 5.3. The nature and scope of child trafficking and child adoption
- 5.4. Situations of Child trafficking and adoption in Ethiopian

5.2. Forms and causes for Child trafficking

- 5.2.1 Forms of Child trafficking
- 5.2.2 Causes for child trafficking

5.3. Combating child trafficking

- 5. 3.1 the protective environment: An overview
- 5.3.2 Legislation and law enforcement
- 5.3.3 Attitudes, traditions and practices and raising awareness
- 5.3.4 Enhancing capacity of communities and families and Children's participation

5.4. Psychosocial support for at risk children

- 5.4.1. Psychosocial support meaning
- 5.4.2. Social Support, Coping, and Psychological Adjustment
- 5.4.3. Services for recovery and reintegration child survivors

Chapter six; risk assessment instruments in child protection

- 6.1 consensus based and actuarial risk assessment instrument
- 6.2 advantage and disadvantage of consensus based and actuarial risk assessment instrument
- 6.3 criticism of standard risk assessment instrument
- 6.4 alternative approaches in risk assessment instrument
- 6.5 step in developing risk assessment instrument

Chapter Seven; frame work and procedure in assessing harm and risk of harm

7.1 frame work for risk assessment and management

- 7.1.1. Risk assessment

7.1.2. Planning

7.1.3. Risk management planning

7.2. Procedure in assessing harm and risk of harm

7.2.2 gather information

7.2.3 assessing harm and risk of harm

7.2.4 decide the response

7.2.5decide the outcome

7.2.6 review the risk assessment

Chapter Eight ; Working with different stockholders

8.1 Working with society

8.1.1 Role of society in assessing and managing child at risk

8.1.2 How local people participate in assessing and managing child at risk

8.1.3 Ethical and social condition to be consider in working with the society

8.2 Working with NGO's and GO's

8.2.1 Role of NGO's and GO's in child risk assessment and management

8.2.2 Possible NGO's and GO's work in child risk assessment and management

8.2.3 Different procedures and principles in working with NGO's and GO's

Mode of delivery/teaching-learning methods: gapped lecture, discussion, micro-teaching, case study presentation etc.			
Assessment type	Topics	Schedule	
Quiz-1	Definition of Guidance Counseling, and therapy Types, Approaches and Subfields of counseling		
Tests			
Assignment			
Final Exam.	From all topics listed above		
TOTAL			

Module Name: Professional Practices in ECCE

Module Code: ECCEM 3071

Module ECTS: 18

Course Title: Project planning, monitoring and evaluation

Course code: ECCE3074

ECTS: 5

Course Description	This course deals the strategies of how community based project is identified, initiated, designed, planned, implemented, monitored and evaluated. It helps students develop knowledge how to initiate, develop and manage project. It helps as a guideline mainly for the students to develop knowledge how to mobilize community and implement the wishes of the community in planning and undertaking action.
Course Objectives	At the end of the course students will be able to: Explain the importance of the community based project and its challenges design community based/participatory development projects prepare proposal for community based project evaluate projects along with the expected qualities of good manager explain the process and steps in community based project administration
Pre-requisite	
Course status	Compulsory

Unit one Introduction

- 1.1. Definition of Concepts: project, project cycle,
- 1.2. Defining management and its principles
- 1.3. Key characteristics of project management
- 1.4. Characteristics of projects
- 1.5. Tasks and duties of a project manager
- 1.6. Benefits of team work in Project cycle management

Unit Two 2. Project Identification and initiation

- 2.1 Project identification criteria: relevance, feasibility, sustainability and eligibility
- 2.2 Need Assessment
- 2.3 Capacity assessment
- 2.4 Risk Assessment

Unit Three 3. Project Analysis

- 3.1 The Analysis Stage
 - 3.1.1 The Stakeholder analysis: type of stakeholders, primary, secondary and Tertiary
 - 3.1.2 Objectives Analysis
 - 3.1.3 Problems Analysis
 - 3.1.4 Analysis Strategy

Unit Four 4. Project planning basics

- 4.1 Defining planning;
- 4.2. steps in project planning; elements of a good plan
- 4.3. Proposal
- 4.4. Action Planning

Unit Five 5. Implementation

- 5.1 Main periods of implementation: inception, implementation, and final period
- 5.2 Expected outcomes of implementation
- 5.3 Major Principles of implementation

Unit Six 6. Monitoring and Evaluation

- 6.1 Definition of Monitoring and Evaluation
- 6.2 Differences of monitoring, Evaluation.
- 6.3 Reason for Monitoring and Evaluation
- 6.4 Types of Monitoring and Evaluation
- 6.5 Criteria for Monitoring and Evaluation
- 6.6 Process and steps of monitoring and Evaluation
- 6.7 Writing Report of Monitoring and Evaluation

There are lots of activities that will use to assess students performance. Tests, exam, and term paper are the major one.

At the convenient time tests will be given that could help to assess the performance of the students. After such continual

assessments of students performance, the course ends by taking a summative final

Mode of Assessment

Two Tests and Quiz (30%)

Term Paper (project) (15%)

portfolio (15%)

Final examination (40%)

COURSE POLICY

All students are expected to be abided by the code of conduct of the University Academic Legislation throughout this course. Academic dishonesty including cheating, fabrication and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. You are required to do all the assignments you are supposed to accomplish, submit and present it according to the time table indicated. I will give out the directions for the assignments one week prior to the due date. All issues discussed the in class or derived from other sources may be the subject of the assignment or final exam question items. Please follow the instructions indicated in each content of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group. Regarding class attendance and participation, you are expected to attend classes regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 20% of the class attendance, you will not sit for the final exam. Please try to be on time for class. I will not allow you enter if you are late by more than five minutes. Finally, cell phones must be turned off before getting into classes and sitting for exams as they are disruptive. So, please make sure that your cell phone is always turned off when you get into classes and sit for exams. For the purpose of contacting information, I put my cell phone number on this course guidebook. You are allowed to make contact only in working hours.

MAIN REFERENCE BOOKS

Office of Head Start. (2014). ðOffice of Head Start- Early Head Start Services Snapshot: Kerzner, Harold.*Project Management*, 5th ed. New York: Van Nostrand Reinhold, 1995

Mehrens, W. &Lehman, I. (1991). *Measurement and evaluation in education and psychology* (4th ed.). Chicago, IL:Holt, Rinehart, and Winston, Inc. Kerzner, Harold.

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Witkin, B. R. & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage Publications.

Bishop C., 2001, *SEAGA Project Cycle Management Technical Guide*, FAO, Rome

Mehrens, W. & Lehman, I. (1991). *Measurement and evaluation in education and psychology* (4th ed.). Chicago, IL: Holt, Rinehart, and Winston, Inc. Sanders, J. (1994). *The program evaluation standards – How to assess evaluations of educational programs*. 2nd Edition. Thousand Oaks, CA: Sage Publications.

Altschuld, J. W. & Witkin, B. R. (2000). *From needs assessment to action: Transforming needs into solution strategies*. Thousand Oaks, CA: Sage Publishing, Inc.

Fink, A. & Kosecoff, J. (1985). *How to conduct surveys: A step-by-step guide*. Newbury Park, CA: Sage Publications.

Madison, A.M. (ed.) (1992). *Minority issues in program evaluation*. San Francisco, CA: Jossey-Bass Publishers.

Addison-Wesley. Successful implementation, practical management of ERP projects,

Norbert Welte, 1999 Harvey Maylor, 2002, Project Management third edition, Prentice Hall.

Kerzner, Harold. *Project Management*, 5th ed. New York: Van Nostrand

Reinhold, 1995. Project Management & Strategic Design and Implementation, Third Edition, McGraw Hill International Editions, David I. Cleland Unit

Approval sheet

Instructor's name Signature

Module coordinator's name Signature

Program coordinator's name Signature

Module Name: Professional Practices in ECCE

Module Code: ECCEM 3071

Module ECTS: 18

Course Title: Seminar on contemporary issues of ECCE

Course code: ECCE3073

ECTS: 3

Course Description

This course gives the students the opportunity to critically review and analyze current issues in early childhood education and care using a range of theoretical perspectives and explain their implications to the practice of early childhood education and care.

Course Objective

At the end of this course, successful students will be able to:

1. Select a topic of relevance to their ECCE area, drawing on different theories, perspectives and past research studies and methods
2. Review and critically evaluate published research in ECCE and related disciplines.
3. Write a comprehensive review of literature on a topic in ECCE or a related discipline
4. Write a journal length manuscript, appropriate for submission to a professional journal in early childhood care and education or a related discipline.
5. This manuscript will be one of the following:
 - I. An original, small empirical research project;
 - II. A comprehensive literature review;
 - III. An original, small applied evaluation project; or
 - IV. An original grant proposal
 - V. This manuscript will include appendices in which complete literature reviews, detailed data analyses, instruments and other relevant materials are presented

Module Name: Research and Statistical Methods in ECCE

Module Code: ECCEM 3081

Module ECTS: 15

Course Title: Senior essay in Early Childhood Care and education

Course Code: ECCE3083

Course ECCS: 5

Course Description

In this course, students will acquire and utilize the skills involved in conducting and reporting empirical research in early childhood care and education. These skills include forming of hypotheses, designing research to test those hypotheses, analyzing the resulting data, and writing a complete report of the research results following APA guidelines. The course is designed to foster and evaluate the student's fundamental understanding of early childhood care and education as an empirical research science.

Course objective	By the end of this course students will be able to develop knowledge and skill in conduction research in relation to ECCE programs.
Learning outcomes	Upon completion of this course, the students should be able to: <ul style="list-style-type: none">• Collect data using different tools;• Analyze field and archival data thus collected;• Make sociological and anthropological interpretation of the results;• Write a research report;• Present the findings to a relevant audience
Course policy	General Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty. Testing policy In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note. Assignment policy In order to pass this course, it is the student's responsibility to ensure

	that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.
Mode of delivery	semester wise
Delivery of teaching	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	Final research project (100%)

Module Name: Professional Practices in ECCE

Module Code: ECCEM 3071

Module ECTS: 18

Course Title: Practicum I

Course code: ECCE2071

ECTS: 5

Course title	Practicum I
Course code	Ecce 2071
Course credit	5
Academic year	II
Semester	II
Instructor's contact information	Name: Office: Office hrs: Phone: Email:
Course objective	At the end of this course students will be able to integrate the theories they learnt in different courses with the actual ECCE settings.
Learning outcomes	Upon completion of this course, the students should be able to: <ul style="list-style-type: none"> • analyze the principles of an early childhood core curriculum using the -Early Years Learning • Frameworkø and link this knowledge to the various criteria underpinning early learning

	<ul style="list-style-type: none"> • plan and design early learning environments, based on sound analysis of research that will enhance learning outcomes for infants and toddlers • analyze and reflect upon a variety of prior learning experience, educating strategies and quality resources to enhance early learning • Plan, deliver and evaluate appropriate early learning experiences.
Course description	Understanding the relationship between education and care. International and national views on quality in environments for children aged 0-8. The significance of the learning environment. Oral language development. This unit contains a practicum/field placement. Students are required to complete a four-week supervised practicum in early learning centers with 0-8 year olds. Given the extended number of hours of supervised practicum required, students need to concenter their access to a childcare or early learning center prior to enrolling in this unit.
Contents	
Reference	
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of	semester wise

delivery	
Teaching methods	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	Portfolio: term paper, project (100%)

Module Name: Professional Practices in ECCE

Module Code: ECCEM 3071

Module ECTS: 18

Course Title: Practicum II

Course code: ECCE3072

ECTS: 5

Course title	Practicum II
Course code	Ecce 3072
Course credit	5
Academic year	III
Semester	II
Instructor's contact information	Name: Office: Office hrs: Phone: Email:
Course objective	At the end of this course students will be able to integrate the theories they learnt in different courses with the actual ECCE settings.
Learning outcomes	Upon completion of this course, the students should be able to: <ul style="list-style-type: none"> • analyze the principles of an early childhood core curriculum using the ðEarly Years Learning • Frameworkø and link this knowledge to the various criteria underpinning early learning • plan and design early learning environments, based on sound analysis of research that will enhance learning outcomes for infants and toddlers

	<ul style="list-style-type: none"> analyze and reflect upon a variety of prior learning experience, educating strategies and quality resources to enhance early learning Plan, deliver and evaluate appropriate early learning experiences.
Course description	Understanding the relationship between education and care. International and national views on quality in environments for children aged 0-8. The significance of the learning environment. Oral language development. This unit contains a practicum/field placement. Students are required to complete a four-week supervised practicum in early learning centers with 0-8 year olds. Given the extended number of hours of supervised practicum required, students need to concenter their access to a childcare or early learning center prior to enrolling in this unit.
Contents	
Reference	
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	semester wise
Teaching methods	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	Portfolio: term paper, project (100%)

References

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- UNESCO-IICBA (2010). Country-Case Studies on Early Childhood Care and Education (ECCE): Saharan African Countries 2007/2008: Some Key Teacher Issues and Policy Recommendations
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